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ABSTRACT

This training model outlines methods school systems can use to implement Summer Inservice Institutes for elementary and secondary teachers of regular and exceptional education students. Procedural information is included that explains the philosophy and assists in the initiation, supervision, evaluation and continuation of the Summer Institute staff development concept. The philosophy of Florida Summer Inservice Institutes is explained using the State Law/State Board Rules governing the training and evaluation requirements. The Broward Plan (1986) outlines the implementation of the district time line with examples that illustrate the coordination of each step from notification of entitlement through the final report. Exceptional Student Education (ESE) is used as an example of cooperation between the district and a department of diverse needs. The ESE plan (1986) is summarized while the ESE Plan (1987) contains handouts that relate to the September-August time line. The development, coordination and evaluation of three separate training programs is emphasized. The philosophy and process of Summer Inservice Institutes remains the same no matter which department is providing the training for teachers. Math, science, computer education, dropout prevention and exceptional student education are examples of the types of departments that are developing Summer Inservice Institutes training programs. (Author/JD)

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Broward County Public Schools

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SUMMER INSERVICE INSTITUTES: A COOPERATIVE TRAINING MODEL FOR SCHOOL DISTRICTS

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SUMMER

INSERVICE

INSTITUTES

231.6125 Professional development plans.—

(1) The purpose of this section is to provide for the development of one or more models to pilot the use of professional development plans in selected school districts during the 1985-1986 and 1986-1987 school years. A professional development plan is a design for the professional growth of an individual who is required to possess a teaching certificate.

(2) The Commissioner of Education shall request proposals from school districts that are interested in developing and piloting the use of professional development plans during the 1985-1986 and 1986-1987 school years. A proposal shall include, but not be limited to, the following components for each model plan:

(a) The professional development plan shall describe the competencies to be acquired, strategies for achieving the competencies, and the status of the attainment of the competencies.

(b) Procedures shall be developed for identifying professional growth needs of:

1. Beginning teachers.
2. Professional service contract and continuing contract personnel.
3. Associate master teacher candidates.
4. Other certificated instructional personnel.

(c) Procedures shall be determined for identifying the competencies to be included in the plan.

(d) Strategies shall be developed that will enable the individual to acquire the competencies.

(e) Procedures shall be developed for ascertaining that the individual has acquired the competencies included in the plan.

(f) Procedures shall be developed for determining the impact of implementation of the plan on the performance of the individual.

(g) Procedures shall be developed for effective administration of an inservice teacher education program that is based upon professional development plan needs.

(h) A field test of the use of professional development plans by representatives of each class of personnel specified in paragraph (b) for a period of at least 12 months shall be conducted.

(3) Proposals selected shall be from school districts that are representative of the five regions used by the commissioner in reporting school and student data. Criteria for selecting pilot districts shall include, but not be limited to:

(a) Verification by participating school managers, instructional personnel, the district school board, and participating teacher education centers of their commitment to develop each participating school's professional development plan.

(b) An itemized statement by the district school board and teacher education center which includes the number of individuals to be included in the program and an itemized statement of the total cost of the program which shall be paid in part by the district at the rate of $1 per full-time equivalent student at each participating school, from teacher education center funds, with the balance to be paid by the department. Funds shall be expended pursuant to ss. 236.081(3) and 231.609, unless specified otherwise by State Board of Education rules. The balance of the funds provided by the department may be allocated by a school district directly to postsecondary personnel, provided that postsecondary personnel cooperatively plan and deliver service related to professional development plans.

(c) Approved service contracts with one or more postsecondary institutions, under the provisions of the Teacher Education Center Act, to implement the provisions of this section. State funds provided on a matching basis may be allocated by school districts directly to postsecondary personnel, provided that postsecondary personnel cooperatively plan and deliver service related to professional development plans.

(d) Commitment by those entities specified in paragraph (a) to participate in the evaluation of such model pursuant to the provisions of s. 231.608 or other criteria specified by the department.

(4) The Department of Education shall submit an interim status report to the Legislature and Governor on the implementation of this section on or before April 1, 1986. A final evaluation report shall be submitted by the department to the Legislature and Governor on or before April 1, 1987. The final evaluation report shall include specific recommendations for full implementation of this section.

History.—s. 9, ch. 85-238.

231.613 Inservice training institutes.—

(1) It is the intent of the Legislature to establish inservice training institutes for the purpose of providing rigorous inservice training for the state's public school instructional personnel as defined in s. 228.041(9). The Legislature shall determine annually in the General Appropriations Act the subject area or areas of instruction for the institutes and the grade levels and specialities of participating instructional personnel. A school district may substitute or add a subject area with accompanying justification, as prescribed by State Board of Education rule.

(2) Each public school district shall separately, or in cooperation with an adjoining district or districts, establish an inservice training institute which meets the following criteria:

(a) Operate for the number of hours or days specified in the General Appropriations Act.

(b) Operate at a time other than the regular school year for students.

(c) Annually provide rigorous inservice training for district instructional personnel as designated in subsection (1).

(d) Utilize school district, community college, university, or other approved facilities as the site for inservice institutes.

(e) Utilize teacher education centers to provide for inservice institute training.

(3) By December 1 of each year, each district or group of districts establishing an inservice institute shall submit to the department for approval a plan describing how inservice institute training shall be provided for that year. Such plans shall be submitted in a manner and form as prescribed by state board rule, and shall contain:

(a) An estimate of costs for providing inservice activities.

(b) Procedures to evaluate institute activities consistent with s. 231.608(1).

(c) Such other items as may be required by the state board.

(4) Instructional personnel participating in an inservice training institute may receive compensation for this training as provided for in the General Appropriations Act.

(5) Instructional personnel may use successful participation in an institute for certificate extension or for adding a new certification area if the district has an approved add-on certification program, pursuant to State Board of Education rule.

(6) Funding for the institutes established pursuant to this section shall be provided annually in the General Appropriations Act.

(7) No full-time equivalent students shall be reported by a community college or university as a result of such instruction.

(8) As amended, this section shall be implemented in the 1984-1985 school year and thereafter only to the extent as specifically funded and authorized by law.

History.—s. 12, ch. 83-324; ss. 85, 94, ch. 84-336; s. 10, ch. 85-238.

231.614 Master inservice plan for vocational educators.—

(1) The Department of Education shall develop a master inservice plan for vocational educators which shall identify how all available resources, both public and private, can best be coordinated to provide professional and technical updating for vocational instructional personnel in school districts and community colleges. Specifically, the plan shall provide for:

(a) Identification of all funds and other resources which are available to support updating activities.

(b) Identification of appropriate strategies for addressing technical updating needs in each vocational field at the state, regional, district, and institutional levels.

(c) The involvement of business and industry in the design and delivery of technical updating activities.

(d) Use of educational technology in the delivery of personnel training and updating.

(e) Coordination with the district inservice plans developed pursuant to s. 236.0811.

(f) Designation of the validity period for teaching certificates in each vocational field. Such periods shall be at least 2 years and no more than 5 years.

(g) Monitoring and evaluation of the implementation of the plan through each system's program review process.

(2) The initial plan shall be developed during 1985-1986 for implementation beginning July 1, 1986. The plan shall be updated every 5 years.

(3) The department shall provide information on implementation of the plan in the annual accountability report pursuant to s. 229.558.

History.—s. 15, ch. 85-238.

231.615 Visiting School Scholars Program.—

(1) The Commissioner of Education shall establish within the Department of Education a Visiting School Scholars Program. The purpose of this program is to bring current academic information in various disciplines to students and faculty in the local school districts.

(2) The following persons are eligible to participate in the Visiting School Scholars Program:

(a) A candidate for a doctor of philosophy degree in the biological sciences, chemistry, physics, mathematics, or statistics who has completed all degree requirements except for a dissertation.

(b) A person who has been awarded a doctor of philosophy degree in anthropology, biological sciences, geography, philosophy, sociology, political science, economics, history, chemistry, physics, mathematics, statistics, English, linguistics, or a foreign language, provided the degree was conferred not more than 2 years prior to the person's participation in the Visiting School Scholars Program.

(c) A person who has been awarded a Juris Doctor degree, provided the degree was conferred not more than 2 years prior to the person's participation in the Visiting School Scholars Program.

(3) The responsibilities of a visiting school scholar include:

(a) Classroom instruction for secondary school students in the academic discipline or related subject matter of the scholar, the number of hours of which instruction shall be equivalent to the number of hours of instruction provided by full-time teachers at the school;

(b) Inservice seminars for faculty;

(c) Sponsorship of at least one extracurricular student activity; and

(d) Participation in the development of cooperative agreements between the school district and local community colleges and public and private colleges and universities to provide advanced placement coursework for secondary school students in the district.

(4) Each visiting school scholar is an employee of the district in which he is working, but such an employee is not eligible for membership in the collective bargaining unit for instructional personnel.

(5) The minimum annual salary of a visiting school scholar shall be $20,000. The total compensation for each visiting school scholar shall be provided as follows:

(a) The employing district shall pay for all fringe benefits and at least one-half of the salary of each visiting school scholar.

(b) From categorical funds appropriated for this purpose, the Department of Education shall provide $10,000 toward the annual salary of each visiting school scholar employed by a district.

(6) A school district participating in the program shall submit to the department the employment application of a prospective visiting school scholar together with an indication of the intent of the school district to employ the applicant contingent on the availability of visiting school scholar funds for this purpose. The department shall record the date on which it receives the employment application and information and shall verify the eligibility of each applicant for participation in the Visiting School Scholars Program. In disbursing funds for payment of the state share of any visiting school scholar's salary, the department shall give priority to an applicant based on the date on which it received his employ-

'88 approp. $9,925,210

6A-5.076 Inservice Institutes.

(1) Each school district, separately or in cooperation with an adjoining district or districts shall, by July 1 each year, establish an inservice training institute. The institute shall:

(a) Implement instructional areas as identified annually by the Department consistent with the requirements of the General Appropriations Act. A school district may substitute or add a subject area that is:

1. A critical teacher shortage area as determined by the State Board, or

2. A critical teacher shortage area as determined by the district pursuant to Section 231.62, Florida Statutes, or

3. An inservice program for instructional personnel that is included in the district teacher education center program as required by Section 231.603(3)(c)1., Florida Statutes. The area shall be indicated as a high priority training area by the district assessment of professional training needs as prescribed by Section 231.603(3)(a), Florida Statutes, and shall be identified as such in the district master plan for inservice educational training.

(b) Operate for the minimum number of hours as specified for each instructional area by the Department in accordance with Section 231.613(1), Florida Statutes. The hours of operation shall be on consecutive days, exempting district holidays and weekends. Alternate scheduling may be permitted with prior approval by the Commissioner. Justification shall be provided to the Commissioner with the request for such scheduling.

(c) Operate at a time other than the regular school year for teachers as defined in Section 228.041(16), Florida Statutes.

(d) Provide, annually, rigorous, concentrated inservice training for district instructional personnel as defined in Section 228.041(9), Florida Statutes, and other selected personnel as specified by the Department in accordance with Section 231.613(1), Florida Statutes.

(e) Utilize the district teacher education center to plan, provide for and evaluate the institute training program.

(f) Utilize public or private university, college, community college, or school district facilities or other facilities approved by the Department as the site for inservice institutes.

(g) Utilize public or private university, college, community college, or school district personnel to conduct inservice institute training. School districts which use university faculty for the inservice institutes shall give first consideration to faculty in colleges of arts and sciences or other substantive disciplines consistent with the instructional areas identified by the Department consistent with the requirements of the General Appropriations Act to provide instruction in intensive subject matter content.

(h) Expend and account for inservice institute funds as follows:

1. Funds may be utilized for participant compensation.

a. Compensation shall be such as to encourage participation but shall not exceed the base salary rate of the participants.

b. Any compensation paid to a school board employee is classified as salary and is subject to all fiscal requirements related to salary.

2. Funds may be utilized for the cost of instruction which includes:

a. Compensation for instructors.

b. Travel and per diem for instructors.

c. Participant inservice training materials.

d. Travel for participants.

e. Other instructional costs as approved by the Department.

3. Funds may be expended for planning activities in an amount identified by the Department.

4. Inservice institute funds available to school districts shall be expended consistent with Section 236.081(3), Florida Statutes, Inservice Educational Personnel Training Expenditure.

(2) The district, or group of districts, shall submit to the Commissioner, for approval, a plan for the inservice institute on Form OTE 444, Summer Inservice Institute Plan, effective February, 1986, which is hereby incorporated by reference and made a part of this rule. A copy of this form may be obtained from the Office of Staff Development, Department of Education, Knott Building, Tallahassee, Florida 32301, 904/488-0642. The plan shall become a section of the master plan for inservice education. By December 1 annually, the plan shall be submitted on Form OTE 444 and shall contain, but not be limited to, the following:

(a) Participant data by district.

(b) Instructional area information.

(c) Inservice component information.

(d) Institute site location.

(e) Instructor information.

(f) Dates and times of institute operation.

(g) Add-on certification program documentation.

(h) Collaborative involvement information.

(i) Procedures to be used to evaluate institute activities consistent with Section 231.608, Florida Statutes.

(j) Proposed budget.

(3) By October 1 annually, each district shall report to the Commissioner information on Form OTE 345, Summer Inservice Institute Report, effective February, 1986, which is hereby incorporated by reference and made a part of this rule. A copy of this form may be obtained from the Office of Staff Development, Department of Education, Knott Building, Tallahassee, Florida 32301, 904/488-0642. This information shall include, but not be limited to, the following:

(a) Participation data.
(b) Product evaluation data.
(c) Descriptive Information.
(d) Institute fund expenditure data.

(4) Inservice institute funds shall be disbursed to a school district on a periodic basis through an entitlement program. After receipt, review and approval of Form OTE 345 a reconciliation of funds shall be done based on the number of full-time equivalent participants who are trained and the actual expenditures incurred in providing the training. On completion of the reconciliation, a final disbursement of funds shall be made.

(5) Forms OTE 345 and OTE 444 shall be distributed annually to each district by the Department prior to the respective submission dates.

Specific Authority 229.053(1), 231.613(3), 236.0811(2)(a) FS. Law Implemented 231.613, 233.095, 236.081(3), 236.0811 FS. History - New 11-24-83, Amended 3-11-85, Formerly 6A-5.76, Amended 2-20-86.

c.f. OTE 345, Summer Inservice Institute Report
OTE 444, Summer Inservice Institute Plan

INSERVICE
EVALUATION

(b) Adopt policy and procedures for the teacher education center and the teacher education center inservice plan.

(c) Adopt a budget for the teacher education center.

(d) Appoint the director and staff of the teacher education center.

History.—s. 47, ch. 73-338; s. 22, ch. 74-227; s. 3, ch. 76-168; s. 1, ch. 77-457; ss. 2, 3, ch. 81-318; ss. 28, 29, ch. 82-242; ss. 30, 31, ch. 83-324; ss. 5, 20, 21, ch. 85-238.

[1]Note.—Repealed effective October 1, 1995, by s. 21, ch. 85-238, and scheduled for review by the Legislature prior to such date.

[1]231.607 Multidistrict centers.—In multidistrict centers, council members shall be determined as provided in s. 231.606. However, a proportionate number of members shall come from each district according to the total number of teachers in each district.

History.—s. 48, ch. 73-338; s. 3, ch. 76-168; s. 67, ch. 77-104; s. 1, ch. 77-457; ss. 2, 3, ch. 81-318; ss. 28, 29, ch. 82-242; ss. 30, 31, ch. 83-324; ss. 20, 21, ch. 85-238.

[1]Note.—Repealed effective October 1, 1995, by s. 21, ch. 85-238, and scheduled for review by the Legislature prior to such date.

[1]231.608 Evaluation.—Each teacher education center shall submit an annual report to the department and the Education Standards Commission. This report shall provide attainment data on the measurable objectives of the center proposal and shall include, but not be limited to, the following:

(1) Product evaluation of programs to indicate:

(a) Increased knowledge and skill of participants as indicated by pretest and posttest data or other valid measures.

(b) Successful demonstration of knowledge and skills gained by center program participants in their regular work setting.

(2) A description and evaluation of the extent of collaboration among the participating groups.

(3) The number of participants in center program activities and the time allotted to each activity.

(4) A description and evaluation of methods of center operations.

(5) A statement of center expenditures by object code.

History.—s. 49, ch. 73-338; s. 23, ch. 74-227; s. 3, ch. 76-168; s. 10, ch. 77-320; s. 1, ch. 77-457; ss. 7, 11, ch. 80-190; ss. 2, 3, ch. 81-318; ss. 28, 29, ch. 82-242; ss. 29, 30, 31, ch. 83-324; ss. 6, 20, 21, ch. 85-238.

[1]Note.—Repealed effective October 1, 1995, by s. 21, ch. 85-238, and scheduled for review by the Legislature prior to such date.

[1]231.609 Funding.—Teacher education centers shall be funded jointly by participating school districts and colleges and universities, the Department of Education, federal or private grants and donations, fees, and funds from any other appropriate source. The primary funding responsibility shall be as follows:

(1) SCHOOL DISTRICTS.—The duties and responsibilities of the school board of each district in which a teacher education center is approved by the Department of Education shall be:

(a) To provide appropriate and adequate facilities for the operation of the center.

(b) To employ a director and appropriate staff for the center.

(c) To budget and expend for center activities all appropriate funds for inservice teacher education programs for the district.

(2) UNIVERSITIES AND COLLEGES.—The duties and responsibilities of the universities and colleges shall be to adopt, or cause to be adopted, policies and procedures necessary to accomplish the following:

(a) In accordance with s. 240.245, all appropriate faculty professional activities and services performed in school districts to effectuate the purposes and intent of this act shall be recognized on the same basis as all other activities or services recognized for faculty salary adjustments, promotions, reemployment, or tenure and for allocating faculty time for research, counseling, and all other nonteaching services. The Board of Regents shall adopt rules necessary to ensure the implementation of this paragraph.

(b) The pro rata amount of nonfaculty support and other resources appropriated for the State University System is allocated for the activities of the approved teacher education centers where generated.

(c) Expenditures of funds allocated to the colleges and universities for teacher education center activities shall be approved by the commissioner for use by state universities and private colleges with state-approved teacher education programs to carry out inservice teacher education programs in school districts. Community colleges may provide staff developmental services to school districts through teacher education centers, provided that such services are coordinated with a college or university pursuant to State Board of Education rule. The Board of Regents and the State Board of Community Colleges shall cooperate in the establishment of all rules regarding teacher education centers. No funds shall be released for any program until a written agreement between school districts to be served and the institutions providing the services is established and approved by the commissioner. These agreements shall address priority state needs or components of the approved master plan for inservice educational training.

(d) Each institution, in cooperation with the teacher education center, shall submit a report annually to the department on teacher education center activities. The report shall specify the fulfillment of the terms of the agreement, providing supporting data. The report shall further specify the objects for which funds were expended and any variation from the terms of the agreement.

(e) Funds allocated to postsecondary institutions may be utilized for:

1. Planning, delivery, and evaluation of inservice training programs.

2. Travel and per diem expenses directly related to the planning, delivery, and evaluation of approved inservice programs, pursuant to s. 112.061.

3. Other direct operating expenses in accordance with s. 236.081(3)(b).

(f) Each college and each university, public or private, participating in an approved teacher education center shall allocate for the approved college or university activities carried out in the teacher education center appropriate resources equal to the allocation for the same type of activities carried out in on-campus programs.

(3) DEPARTMENT OF EDUCATION.—The commissioner shall include in the legislative budget of the Department of Education a request, with detailed justification, for the amount of funds necessary to accomplish the following:

of the college or university for the disapproved program that is designed to assure that eighty (80) percent of the program graduates who take the exam on or after July 1, 1985, will receive a passing score. The plan shall include at least the following:

(1) For each year beginning July 1, 1982, a statement of the admission requirements of the program, the number of applicants admitted, and the number of exceptions made to the admission requirements with explanation for the exceptions.

(2) The number of graduates each year beginning July 1, 1982.

(3) A list of persons providing instruction for the program by course and the qualifications of each.

(4) A description of how the program administration and faculty intends to assure the essential competencies are taught.

(5) A projection of expected student performance gains in 1983-84 and 1984-85.

(6) A list and description of changes to assure the essential competencies will be achieved at the established approved program level.

(7) Provisions for submitting a progress report to the Commissioner by July 1, 1984.

Specific Authority 229.053(1) FS. Law Implemented 231.17, 240.529 (3) FS. History - New 11-25-75, Amended 1-3-82, 1-6-83, 10-16-83, 7-9-84, Formerly 6A-5.64.

6A-5.70 Eligibility for Approved Inservice Teacher Education Programs.

Specific Authority 229.053(1) FS. Law Implemented 231.17(3), 231.24, 236.0811 FS. History - New 11-25-75, Amended 1-3-82, Repealed 7-9-84.

6A-5.071 Master Inservice Plan Requirements.

(1) Pursuant to Sections 230.23(4)(l) and 236.0811, Florida Statutes, each district school board shall develop and maintain an inservice education and training program, for all employees, appropriate to meet the needs of the students of the district. The inservice education program shall be planned, developed, and administered consistent with law and rules of the State Board. The program shall be described in the district's master plan for inservice education which is updated annually. Other eligible agencies or organization of nonpublic schools that meet criteria specified in Section 236.0811(2), Florida Statutes, may develop a master plan for inservice education for approval by the Commissioner in compliance with this rule.

(2) A master plan for inservice educational training shall encompass a period of five (5) years and shall be updated annually. The plan shall be approved by the district school board or governing board if not a public school district, and by the Commissioner.

(3) The master plan for inservice education shall contain, but not be limited to, the following:

Section I

Title page.

Approval page.

Table of contents.

State requirements. Synopsis of applicable statutes and and rules.

District or governing board requirements, policies and procedures.

Section II

Inservice Teacher Education Program Plan as described in Rule 6A-5.061, FAC.

Section III

Plan for Inservice Education Not Leading to Certification which shall provide the following:

Identification of inservice needs of noncertificated personnel,

Management strategies to implement the plan,

Inservice components not leading to certification for certificated and noncertificated personnel, and

A plan for data collection and program evaluation.

Section IV

Beginning Teacher Program Plan as described in Rule 6A-5.075, FAC.

Section V

Inservice Institute Plan described in Rule 6A-5.076, FAC.

Section VI

District Management Training Program Plan as described in Section 231.087(5), Florida Statutes. This section shall be consistent with Section 236.0811, Florida Statutes, and Rule 6A-5.074, FAC. All master plans and annual updates submitted for the 1986-87 school year and thereafter shall include Section VI.

(4) An annual update of the master plan for inservice educational training shall be submitted to the Commissioner. The self-study committee shall complete a review of program operations and conduct an assessment of the educational training needs of the district. The update shall include the following items:

(a) A complete update of the proposed inservice activities listed on Form OTE 384, Master Plan for Inservice Education: Report of Proposed Inservice Activities and Revenue, effective December 1985, which is hereby incorporated by reference and made a part of this rule. A copy of the form may be obtained from the Florida Department of Education, Office of Staff Development, Knott Building, Tallahassee, Florida 32301, 904/488-0642.

(b) The self-study committee report described in Section 236.0811(2), Florida Statutes.

(c) A statement of priorities.

(d) Reports specified in Rule 6A-5.071 (10), FAC, and modifications of inservice programs as specified in Rule 6A-5.061, FAC.

(e) The approval of the update as evidenced by the signature of the superintendent and the district school board chairman for school districts, or agency head, or chairman of the governing body for an organization of nonpublic schools.

(5) Each inservice component shall contain the following elements:

(a) Title.

(b) An identifying number that matches the number on Form OTE 384.

(c) The maximum number of inservice education points to be awarded for successful completion of the component.

(d) General objectives which identify the program or personnel to be impacted.

(e) Specific objectives which describe the competencies to be gained by the participant.

(f) Description of activities which are used to assist the participant in meeting the specific objectives.

(g) Evaluation criteria for determining:

1. That participants have successfully demonstrated increased competency as indicated by valid measures of performance as required by Section 231.608(1), Florida Statutes, on eighty (80) percent of the specific objectives of a component that is used for certification.

2. That participants and consultants have assessed the degree to which specific objectives have been addressed by the component activities.

(6) A points system shall be developed by the school district, other eligible agency, or organization of nonpublic schools to account for inservice education activities completed. The district, or agency, shall assign the number of points to be awarded to a participant who successfully completes component requirements as described in Rule 6A-5.071(5)(g), FAC, in an approved master inservice education plan training activity; provided however, that points shall not exceed the conditions specified below:

(a) One (1) inservice point shall be equivalent to one (1) clock hour of participation.

(b) Points awarded for completing approved college credit shall be as follows:

1. One (1) semester hour of credit shall equal twenty (20) inservice points.

2. One (1) quarter hour of credit shall equal thirteen and one-third (13 1/3) inservice points.

(c) Each staff member who wishes to have a teaching certificate extended as a result of participation in an approved inservice education program shall earn at least one hundred twenty (120) inservice points during the last validity period of the certificate. The requirements for certificate renewal are as follows:

1. At least sixty (60) inservice points shall be earned in the field or fields to which the participant is assigned or certified or will seek assignment or certification.

2. Up to sixty (60) inservice points may be earned out of field in the following areas: administration, guidance, exceptional child education, basic skills, and computer education.

3. Evidence of having satisfactorily completed a component, or otherwise demonstrated competence, in the teaching of appropriate reading skills within the subject or field of certification, or assignment. This requirement is applicable each time a certificate is extended.

4. Criteria which establish the eligibility of inservice points awarded to successful participants for use in extending teaching certificates shall be the responsibility of the school district, other eligible agency, or organization of nonpublic schools.

5. A component for which inservice points for certification purposes are awarded shall be at least ten (10) hours in length.

(7) The master plan for inservice education shall make provisions for all district employees to participate in appropriate types of education or training activities within each five (5) year period.

(8) Program records.

(a) Each school district, other eligible agency, or organization of nonpublic schools, shall provide data on proposed inservice activities on Form OTE 384 and actual inservice activities on Form OTE 385, Master Plan for Inservice Education: Annual Report of Inservice Activities and Revenue and Expenditures, effective December 1985, which is hereby incorporated by reference and made a part of this rule. A copy of the form may be obtained from the Florida Department of Education, Office of Staff Development, Knott Building, Tallahassee, Florida 32301, 904/488-0642.

(b) A file shall be kept by the district, other eligible agency, or organization of nonpublic school for each component of the inservice education program. The file shall contain at least the following:

1. A copy of the component.
2. The evaluation of the component.
3. Names of component leaders.
4. Participant's name and performance record.
5. Criteria used to determine successful participation.

(9) Each school district, other eligible agency, or organization of nonpublic schools shall maintain an inservice training personnel file for each staff member. The file shall contain at least the following:

(a) Dates of participation in inservice training.

(b) Name of components.

(c) Eligibility of points to be used for certificate extension.

(d) Satisfactory or unsatisfactory participation.

(e) Inservice points earned.

(f) Expiration date of teaching certificate, where applicable.

(10) Each district, or eligible agency, or organization of nonpublic schools, shall submit on or before September 1 following the end of each fiscal year, reports on the previous year's inservice education program utilizating Form OTE 384, Form OTE 385, Form OTE 061 as adopted in Rule 6A-5.074(2), FAC, and Form OTE 508 as adopted in Rule 6A-5.074(6)(e), FAC.

Specific Authority 229.053(1), 231.603(3), 231.611(2), 236.0811(2) FS. Law Implemented 229.053(1), 230.23(4)(l), 231.02, 231.087(5), 231.603, 231.611(2), 236.081(3), 236.0811, 237.34(3)(b)(c) FS. History - New 11-25-75, Formerly 6A-5.72, Amended 4-10-79, 6-28-83, 7-15-84, 12-26-85, Formerly 6A-5.71.

c.f. OTE 384, Master Plan for Inservice Education: Report of Proposed Inservice Activities and Revenue
OTE 385, Master Plan for Inservice Education: Annual Report of Inservice Activities and Revenue and Expenditures

6A-5.72 Procedures for Approving District Master Plans for Inservice Education Programs.

Specific Authority 229.053(1), 231.17, 231.24, 231.603(3), 236.0811(2) FS. Law Implemented 230.23(4)(l), 231.17, 231.24, 231.603, 231.611(2), 236.081(3), 236.0811, 237.34(3)(b)(c) FS. Specific Appropriation 310, Section 1, Chapter 82-215, Laws of Florida. History - New 11-25-75, Formerly 6A-5.71, Amended 4-10-79, 6-28-83, Repealed 7-9-84.

6A-5.073 Resources for Inservice Teacher Education Programs. School districts or other eligible agencies submitting master plans for inservice educational programs shall demonstrate to the Commissioner that adequate resources have been allocated to support inservice educational training.

Specific Authority 229.053(1) FS. Law Implemented 230.23(4)(l), 230.2311(6), 231.141, 236.0811 FS. History - New 11-25-75, Formerly 6A-5.73.

6A-5.074 Teacher Education Centers.

(1) The initial proposal by a district school board to establish a teacher education center pursuant to Section 231.603(1), Florida Statutes, shall be submitted to the Commissioner for approval. The Commissioner may approve the initial proposal after reviewing the proposal and considering the recommendation of the Education Standards Commission. If the Commissioner finds deficiencies in the proposal, he or she shall inform the collaborating parties of the changes necessary to gain approval.

(2) Form OTE 061, Teacher Education Center Program Continuation and Annual Report, effective December 1985, is hereby incorporated by reference and made a part of this rule. Form OTE 061 shall be submitted annually by the teacher education center. A copy of Form OTE 061 may be obtained from the Florida Department of Education, Office of Staff Development, Knott Building, Tallahassee, Florida 32301, 904/488-0642.

(3) The rule shall be implemented consistent with the standards prescribed in Rules 6A-5.051 through 6A-5.073, FAC.

(4) After reviewing the annual report submitted by each center pursuant to Section 231.608, Florida Statutes, and considering the recommendation of the Education Standards Commission, the Commissioner may approve the continuation of any teacher education center program which is operating in accordance with the provisions of its original approval or in accordance with law and State Board Rules.

(5) Each school district shall expend the funds specified in Section 236.081(3), Florida Statutes, for inservice activities through the teacher education center. Additional inservice funds allocated to the Beginning Teacher Program shall be expended through the teacher education center. Funds specified in Section 236.081(3), Florida Statutes, not expended at the end of a fiscal year shall be carried forward pursuant to Rule 6A-1.0141, FAC. Other district funds for personnel development may be expended through the teacher education center.

(6) Procedures for distribution of funds appropriated to provide inservice teacher education activities by universities through teacher education centers shall include, but not be limited to, the following:

(a) The number of full-time equivalent students in the district(s) served by the center shall be used to determine the fund entitlement of the center. A center shall receive a minimum entitlement of five thousand dollars ($5,000) for each district served by the center. Center directors shall submit Form OTE 043, Distribution to Universities of Service Hours and Dollar Allocation, effective December 1985, which is hereby incorporated by reference and made a part of this rule, to the Department reporting the distribution of these funds to Florida institutions of higher education. A copy of Form OTE 043 may be obtained from the Florida Department of Education, Office of Staff Development, Knott Building, Tallahassee, Florida 32301, 904/488-0642. The Department shall determine the cost of an hour of service provided by an institution to a teacher education center.

(b) A service agreement, Form OTE 509, Teacher Education Center Service Agreement, effective December 1985, which is hereby incorporated by reference and made a part of this rule, shall be submitted to the Department no later than September 1, that indicates the number of hours and areas of inservice activities to be delivered. A copy of Form OTE 509 may be obtained from the Florida Department of Education, Office

THE

BROWARD PLAN

1986

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32301

RALPH D. TURLINGTON
COMMISSIONER

Contact Person
Name: James A. Moore
Phone: (904) 488-0642

October 31, 1986

DCSP: 87-10

M E M O R A N D U M

TO: District School Superintendents

FROM: M. Juhan Mixon

SUBJECT: 1987 Summer Inservice Institute District Entitlements

For your information I have attached a list of the entitlements each school district will receive to conduct its 1987 Summer Inservice Institute Program. Also attached are the procedures used for distribution and disbursement of the entitled funds.

If you or your staff have questions or need any clarification, please call the DOE contact identified above.

klh

Attachments

cc: Summer Inservice Institute Contacts
District Finance Officers

Affirmative action/equal opportunity employer

SUMMER INSERVICE INSTITUTE PROGRAM
FUND DISTRIBUTION AND DISBURSEMENT

An entitlement is established for each district by a proration of the appropriated inservice institute funds. The proration is based on each district's student enrollment. The entitlement ensures the district has at its disposal an established amount of dollars to conduct its summer inservice institute program. A percentage of the entitlement is disbursed to the district prior to the implementation of the institute. A final disbursement is made after the receipt and approval of the district Summer Inservice Institute Report.

Seventy-five percent of the entitlement is disbursed to the district following the receipt and approval of the district Summer Inservice Institute Plan which is to be submitted by February 1. On receipt and approval of the Summer Inservice Institute Report (due October 1 of each year), there is a reconciliation and final disbursement of funds from the district entitlement.

The total dollar amount that a district will receive is dependent on the funds expended in providing the training and the actual number of full time teacher participants trained. This amount will be no greater than the actual expenses incurred in establishing and conducting the institute.

The notification of district entitlements is sent to each district in October with the actual disbursement of funds made as per the above schedule.

To be eligible for the full entitlement, a district is required to train a minimum number of full time equivalent (FTE) participants. A full time equivalent participant is considered an eligible teacher who has participated for a complete 30 hour institute. The minimum number of teachers to be trained is obtained by dividing the cost of training one FTE into the district entitlement.

Each district is responsible for receipt and expenditure of funds. Funds are disbursed to an individual district not to a fiscal agent for a group of districts. Each district is responsible for its institute program fiscal accounting.

LEGEND

TOTAL STUDENTS - Student "warm body" membership - Entitlements are established based on a district's student membership as compared to that of the state total.

ENTITLEMENT - An entitlement is established for each district by a proration of the appropriated inservice institute funds. The proration is based on each district's student membership. The entitlement ensures the district has at its disposal an established amount of dollars to conduct its summer inservice institute program. Seventy-five percent of the entitlement is disbursed to the district prior to the implementation of the institute. A final disbursement is made after the receipt and approval of the district Summer Inservice Institute Report.

The final dollar amount that a district will receive is dependent on the funds expended in providing the training and the actual number of full time teacher participants trained. This amount will be no greater than the actual expenses incurred in establishing and conducting the institute.

TRAINING EXPECTED - The number of full time equivalent (FTE) teachers a district must train in order to be eligible for the full entitlement. An FTE is considered to be a participant who has completed a thirty hour institute. The state average cost to train one FTE is $600.

DISBURSEMENT - The amount disbursed to the district on receipt and approval of the district Summer Inservice Institute Plan.

RESERVE - The amount left to be disbursed in full or in part on receipt and approval of the district Summer Inservice Institute Report.

1987 SUMMER INSERVICE INSTITUTE PROGRAM
FUND DISTRIBUTION AND ENTITLEMENTS

No.	District	Total Students	Total Entitlmt	Train Expect	Disbursmt	Reserve
1	ALACHUA	22774	$130,214	217	$97,660	$32,553
2	BAKER	3610	$20,641	34	$15,481	$5,160
3	BAY	20913	$119,573	199	$89,680	$29,893
4	BRADFORD	4004	$22,893	38	$17,170	$5,723
5	BREVARD	46944	$268,409	447	$201,307	$67,102
6	BROWARD	128576	$735,152	1225	$551,364	$183,788
7	CALHOUN	2009	$11,487	19	$8,615	$2,872
8	CHARLOTTE	8224	$47,022	78	$35,266	$11,755
9	CITRUS	9485	$54,232	90	$40,674	$13,558
10	CLAY	18428	$105,365	176	$79,024	$26,341
11	COLLIER	15217	$87,005	145	$65,254	$21,751
12	COLUMBIA	7542	$43,122	72	$32,342	$10,781
13	DADE	236127	$1,350,091	2250	$1,012,568	$337,523
14	DESOTO	3719	$21,264	35	$15,948	$5,316
15	DIXIE	1585	$9,062	15	$6,797	$2,266
16	DUVAL	101403	$579,786	966	$434,840	$144,947
17	ESCAMBIA	40949	$234,132	390	$175,599	$58,533
18	FLAGLER	2350	$13,436	22	$10,077	$3,359
19	FRANKLIN	1554	$8,885	15	$6,664	$2,221
20	GADSDEN	8183	$46,787	78	$35,091	$11,697
21	GILCHRIST	1475	$8,434	14	$6,325	$2,108
22	GLADES	849	$4,854	8	$3,641	$1,214
23	GULF	2305	$13,179	22	$9,884	$3,295
24	HAMILTON	2284	$13,059	22	$9,794	$3,265
25	HARDEE	3971	$22,705	38	$17,029	$5,676
26	HENDRY	5151	$29,452	49	$22,089	$7,363
27	HERNANDO	9133	$52,219	87	$39,164	$13,055
28	HIGHLANDS	7673	$43,871	73	$32,904	$10,968
29	HILLSBOROUGH	113073	$646,511	1078	$484,884	$161,628
30	HOLMES	3232	$18,479	31	$13,860	$4,62[illegible]
31	INDIAN RIVER	9971	$57,011	95	$42,758	$14,25[illegible]
32	JACKSON	7562	$43,237	72	$32,428	$10,809
33	JEFFERSON	2093	$11,967	20	$8,975	$2,992
34	LAFAYETTE	981	$5,609	9	$4,207	$1,402
35	LAKE	18118	$103,592	173	$77,694	$25,898
36	LEE	33576	$191,976	320	$143,982	$47,994
37	LEON	23597	$134,919	225	$101,189	$33,730
38	LEVY	4272	$24,426	41	$18,319	$6,106
39	LIBERTY	1043	$5,964	10	$4,473	$1,491
40	MADISON	3215	$18,382	31	$13,787	$4,596
41	MANATEE	22138	$126,577	211	$94,933	$31,644
42	MARION	24735	$141,426	236	$106,069	$35,356
43	MARTIN	10048	$57,451	96	$43,088	$14,363
44	MONROE	7192	$41,121	69	$30,841	$10,280
45	NASSAU	7658	$43,786	73	$32,839	$10,946
46	OKALOOSA	23486	$134,285	224	$100,713	$33,571
47	OKEECHOBEE	4962	$28,371	47	$21,278	$7,093
48	ORANGE	82357	$470,888	785	$353,166	$117,722
49	OSCEOLA	12454	$71,208	119	$53,406	$17,802
50	PALM BEACH	80256	$458,875	765	$344,157	$114,719
51	PASCO	28453	$162,684	271	$122,013	$40,671
52	PINELLAS	86899	$496,858	828	$372,643	$124,214
53	POLK	57759	$330,246	550	$247,684	$82,561
54	PUTNAM	10531	$60,213	100	$45,159	$15,053
55	ST. JOHNS	9015	$51,545	86	$38,658	$12,886
56	ST. LUCIE	15931	$91,088	152	$68,316	$22,772
57	SANTA ROSA	12671	$72,448	121	$54,336	$18,112
58	SARASOTA	24814	$141,878	236	$106,408	$35,469
59	SEMINOLE	40471	$231,399	386	$173,549	$57,850
60	SUMTER	4524	$25,867	43	$19,400	$6,467
61	SUWANNEE	4928	$28,177	47	$21,132	$7,044
62	TAYLOR	3320	$18,983	32	$14,237	$4,746
63	UNION	1587	$9,074	15	$6,805	$2,268
64	VOLUSIA	38843	$222,091	370	$166,568	$55,523
65	WAKULLA	2618	$14,969	25	$11,227	$3,742
66	WALTON	4044	$23,122	39	$17,342	$5,781
67	WASHINGTON	3419	$19,549	33	$14,661	$4,887

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32301

RALPH D. TURLINGTON
COMMISSIONER

GARFIELD W. WILSON
DIRECTOR
OFFICE OF TEACHER EDUCATION, CERTIFICATION & STAFF DEVELOPMENT

October 3, 1986

MEMORANDUM

TO: Selected Summer Inservice Institute Program Contacts

FROM: Jim Moore

SUBJECT: 1987 SUMMER INSERVICE INSTITUTE PROGRAM APPLICATION PACKAGE

During a session at the Florida Staff Development Leadership Conference in Daytona Beach (September 30, 1986) there was a presentation on the summer inservice institute program. In that session we distributed the 1987 Summer Inservice Institute Program Application Package and discussed it, section by section. You were not present to receive a copy so I am enclosing one with this letter. Peruse the document. If there are parts that are not clear or need clarification, call me at (904/488-0642, s.c.278-0642).

I have also included with this letter two "Starter Kits"; one for math and one for science. These are intended to be of assistance to your subject area supervisors or whoever has the responsibility for completing the instructional area sections of the application package. Remember there is to be a separate instructional area section completed for each subject area to be offered. There are Starter Kits available also for the other eligible instructional areas; foreign languages, computer education, teachers as advisors, and educational alternatives. If you would like to have a copy of any of these Starter Kits, please let us know. Address your request to Mrs. Crystal Spikes at this address or call. Mrs. Spikes has the same telephone number I do. She can also be of assistance to you with the application package.

See you at the Symposium in November.

JAM:cs

Enclosures

Affirmative action/equal opportunity employer

FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF SPECIAL PROGRAMS
OFFICE OF TEACHER EDUCATION, CERTIFICATION, AND STAFF DEVELOPMENT

1986

SUMMER INSERVICE INSTITUTE PLAN

(1) District	(2) Contact Person Name	(3) Contact Person Title

(4) Contact Person Phone	(5) Contact Person Mailing Address

(6) Prepared by: (if different from contact person)

CERTIFICATION
I do hereby certify that all facts, figures, and representations made in the Plan are true and correct. Furthermore, all applicable State Board of Education Rules, and procedures for program and fiscal control and for the records maintenance have been implemented to ensure proper account-ability of funds distributed for this project.

Signature of Superintendent	Date

OTE 444 Draft 10/29/85

1986 SUMMER INSERVICE INSTITUTE PLAN

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PROPOSED TIME LINE

Summer Institute 1986

October (Early)	- Receipt of application package for Summer Institute.
November 5-7	- Intensive Teacher Training Symposium - Clearwater, FL.
November 13	- First meeting for Summer Institute regarding development of proposal for '86.
December 11	- Second meeting for Summer Institute to develop final participant and budget numbers.
January 8	- Draft of instructional area programs, descriptions, budget, etc. due in Summer Institute Office.
January 15	- Rewrites (if any) of instructional area programs due in Summer Institute Office.
January 30	- Proposal mailed to State D.O.E.
February	- Meet with: TEC Principals' groups (H.S., M.S., Elem.) Area Curriculum Councils Area Superintendents Staff (May vary according to pre-established meeting dates)
March 15	- Applications disseminated to schools and centers as appropriate.
April 1	- Applicatons of participants and alternates due in Summer Institute Office.
April 7	- Last date for requisitions - outside vendors.
April 15	- Notification of applicants as to regular participant and/or alternate status.
April 21	- Last date for requisitions - warehouse.
April 21-23	- Pre-test of all Summer Institute participants.
June 1	- Final notice to participants as to dates, times, and locations.

July 1-2	-	On-site pre-planning for institute instructors.
July 6	-	First day for institute participants.
July 31	-	Last day for institute participants.
August 3	-	Last day for institute instructors (post-planning)
August 15	-	Checks disbursed.

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32301

RALPH D. TURLINGTON
COMMISSIONER

GARFIELD W. WILSON
DIRECTOR
OFFICE OF TEACHER EDUCATION, CERTIFICATION & STAFF DEVELOPMENT

August 13, 1986

Mr. Jim Carswell
Science Supervisor
Broward County Schools
6650 Griffin Road
Davie, Florida 33314

Dear Jim:

Once again the Department of Education and the Pinellas County School Board are cosponsoring a symposium on the utilization of intensive teacher training as a strategy for the improvement of teacher subject area competency. The Symposium is a collection of training sessions which highlights selected district institute programs, management strategies, implementation techniques and evaluation procedures. In addition, national authorities will address key issues and concepts.

The symposium will be held on November 5, 6 and 7, 1986, at the Belleview Biltmore Resort in Clearwater. The Symposium participants will be those persons associated with establishing, conducting and evaluating district summer inservice institute programs. These include not only district personnel but also personnel from institutes of higher education, community colleges and the Department of Education.

Travel expenses for those district personnel directly involved in the institute program may be paid from 1986 institute funds. As you know, institute funds are intended for training expenses. Travel expenses for participants in the symposium, therefore, may be paid from these funds. Include the total amount of the needed travel dollars in Section XIII (FA399) of your district report. Use Object Code 330. Include this same amount on line D of Section XII. This may cause the expenditures of some districts to exceed the entitlement. If so, there is no need for concern; reimbursement calculations will be based on the total figure indicated in Section XIII.

More information on the symposium will be forthcoming from this office and the office of John Still of Pinellas County. Please call me if clarification is needed.

Sincerely,

James A. Moore
Program Specialist
Summer Inservice Institutes

JAM:cs

Affirmative action/equal opportunity employer

Return to Excellence

Intensive Teacher Training Symposium

November 5 - 7, 1986

: Belleview Biltmore

25 Belleview Boulevard

Clearwater, Florida

SYMPOSIUM
INTENSIVE TEACHER TRAINING

Co-Sponsored by:
THE STATE OF FLORIDA DEPARTMENT OF EDUCATION
and
THE SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

EXECUTIVE PLANNING BOARD

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Director of Staff Development/TEC
Pinellas County Schools

Eleanor Bennett
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Pinellas County Schools

Dr. William H. Caldwell
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Board of Regents

Renee Henry
Mathematics Consultant
Florida Department of Education

Sally McConnell
Supervisor of Elementary Mathematics
Pinellas County Schools

James A. Moore
Program Specialist
Florida Department of Education

Suzanne Valdes
Mathematics Resource Teacher
Pinellas County Schools

PROGRAM COMMITTEE

Computers
Gary H. Becker
Seminole County Schools

Foreign Language
Lissi Spencer
Leon County Schools

English
Bernice A. Schmelz
Collier County Schools

Mathematics
Bunny Parish
Orange County Schools

Science
Arlene Bridges
Orange County Schools

Alternative Education
Rita Thrasher
Broward County Schools

Hosted by
THE PINELLAS DEPARTMENT OF STAFF DEVELOPMENT/TEACHER EDUCATION CENTER
and
THE PINELLAS INSERVICE INSTITUTE TASK FORCE COMMITTEE

Special Thanks to Local Hosting Committee

Inservice Institute Task Force
William Beggs
Nancy Crosby
Margaret Hackworth
Herbert Johnson
Sally McConnell
Martin Rainey
John Still
Suzanne Valdes
Carmine Zinn

TEC Steering Committee
Patricia King
Lynne Merriam
Robert Safransky
Candace Steventon
Judith Winslow

Pinellas County Council of Teachers of Mathematics

Cover Design - Christopher Still

WEDNESDAY, NOVEMBER 5, 1986

3:00 - 4:30 P.M.	PRE-SYMPOSIUM WORKSHOP *Completing the 1987 SII Application Package* James A. Moore, Department of Education	Starlight Room
7:00 - 9:00 P.M.	REGISTRATION AND RECEPTION	Candlelight Room

THURSDAY, NOVEMBER 6, 1986

8:00 - Noon	REGISTRATION		Starlight Foyer
8:30 - 10:00 A.M.	OPENING SESSION		Starlight Room
	Presider:	Dr. John Still	
	Welcome:	Dr. Scott N. Rose	
		James A. Moore	
		Dr. Juhan Mixon	
	Keynote Address:	*Effective Staff Development: Myth and Reality*	
		Dr. Betty Dillon-Peterson	
		Lincoln Public Schools	
		Lincoln, Nebraska	
10:00 - 10:30 A.M.	COFFEE BREAK		
10:30 - 11:30 A.M.	Concurrent Sessions	(See Program Description)	
11:30 - 1:00 P.M.	LUNCH	On Your Own	
1:00 - 2:00 P.M.	Concurrent Sessions	(See Program Description)	
2:15 - 3:15 P.M.	Concurrent Sessions	(See Progam Description)	
3:30 - 5:15 P.M.	PANEL DISCUSSIONS		
	Certification Issues		Starlight Room
	Science		Bellear Room
	Mathematics		Candlelight Room
6:30 P.M. - until	LUAU		Poolside
	Dancing 'til . . .		Candlelight Room

FRIDAY, NOVEMBER 7, 1986

8:30 - 9:45 A.M.	Concurrent Sessions	(See Program Description)	
9:45 - 10:15 A.M.	COFFEE BREAK		
10:15 - 11:30 A.M.	Concurrent Sessions	(See Program Description)	
Noon - 2:00 P.M.	LUNCHEON AND CLOSING SESSION		Starlight Room
	Presider:	James A. Moore	
	Platform Guests:	Planning Committee	
	Luncheon Address:	R. J. Saxet, Dallas, Texas	
		"You Can't Burn Out If You Haven't Been Lit"	

1986 INTENSIVE TEACHER TRAINING SYMPOSIUM

PROGRAM FORMAT

Wednesday, November 5

3:00-4:30 P.M.	Starlight Room Pre-Symposium Workshop Completing the 1987 SII Application Package
7:00-9:00 P.M.	Candlelight Room Registration and Reception

Thursday, November 6

8:00-Noon	Starlight Foyer Registration						
8:30-10:00 A.M.	Starlight Room Opening Session: Dr. Betty Dillon-Peterson, Director of Curriculum and Staff Development, Lincoln Public Schools, Lincoln, Nebraska						
10:00-10:30 A.M.	Coffee Break						
	Starlight	Bellevue	Candlelight	~~Board~~ Club	Founders	West Lounge	~~Heritage~~ Henry's Library
10:30-11:30 A.M.	1 **Computer Education** Computers in Instruction	2 **Science** Elementary and Secondary	3 **Mathematics** Add-On Certification	4 **Staff Development** Program Effectiveness	5 **English** K-12 English and ESOL	6 **Teachers as Advisors** Policies and Procedures	7 **Educational Alternatives** Drop-Out Prevention
11:30-1:00 P.M.	Lunch						
1:00-2:00 P.M.	8 **Computer Education** Logo and Pascal	9 **Science** Elementary	10 **Mathematics** Middle School/ Junior High	11 **Staff Development** Competency Testing	12 **Foreign Language** Culture	13 **Dr. Betty Dillon-Peterson** Keynoter	14 **Science** Secondary
2:15-3:15 P.M.	15 **Computer Education** Pascal	16 **Science** Middle School	17 **Mathematics** Evaluation	18 Club **Marine Science Pilot Project**	19 **English** Elementary	20 **Educational Alternatives** New Directions	
	Starlight		Bellevue		Candlelight		
3:30-5:15 P.M.	21 Panel: Certification Issues		22 Panel: Science Competencies for Teachers		23 Panel: Mathematics Competencies for Teachers		
6:30 P.M. - 'til	Poolside Luau (Dancing following in Candlelight Room)						

Friday, November 7

	Starlight	Bellevue	Candlelight	~~Board~~ Club	Founders	West Lounge	~~Heritage~~ Henry's Library
8:30-9:45 A.M.	24 **Computer Education** Computer As A Tool	25 **Science** Elementary	26 **Mathematics** Secondary	27 **Staff Development** Computerized Reporting	28 **Foreign Language** Oral Proficiency	29 **Educational Courseware** Mathematics and Science	
9:45-10:15 A.M.	Coffee Break						
10:15-11:30 A.M.		30 **Science** Secondary	31 **Mathematics** Elementary	32 **Staff Development** Proposed Residential Institute	33 **English** Secondary	34 **Educational Alternatives** Staff Training	35 **Computer Educat** Elementary and Secondary
Noon-2:00 P.M.	Starlight Room Closing Session: Luncheon R. J. Saxet, Dallas, Texas "You Can't Burn Out If You Haven't Been Lit"						

SECTION I

1986 SUMMER INSERVICE INSTITUTE SYNOPSIS

Please describe the district institute program to the extent necessary for the reader to understand that which the district is attempting to do, how the district intends to go about it, for whom the institute is intended and how it is structured. The narrative will address such items as the organization and procedures used to conduct the institute. The narrative should also include any other items that describe the total institute program that are not addressed in the other plan sections and subsections, such as participant selection criteria, scheduling, a brief overview of instructional strands and why they were selected. This is a narrative description that should offer an overview of the institute to the reader in order that the more detailed information that follows may be placed in perspective. In addition, the synopsis should be written in such a manner that it could be used in itself to describe the district program. Consequently, the synopsis should be in a form that could be reproduced and included in a document intended for state and national distribution that is a compendium of all district programs.

The Broward School District has for the past two years emphasized science and mathematics for improving the teaching skills of teachers during the summer institute. Although computers were a part of the summer institute in previous years there will be a greater emphasis on computers both for literacy and Computer Assisted Instruction (CAI) for 1986. Also the District is adding two areas, Alternative Education and Emotionally Handicapped, which will help to improve the content and process knowledge and skills for all teachers participating in the 1986 Summer Institute.

Teachers representing each of the 21 high schools, 26 middle schools and 96 elementary schools will receive two to four weeks of intensive content training in the subject areas of mathematics, science, and computers. At the elementary level computers will be utilized through mathematics and science.

Teachers participating in the summer institute in the areas of Alternative Education and Emotionally Handicapped will learn processes such as:

- improving the diagnostic, prescriptive, and management skills of elementary teachers of emotionally handicapped.
- improving the instructional methods, behavior/classroom management techniques, program and prescription design, curriculum adjustment techniques and assessment practives for alternative education teachers.

Teachers will be chosen based on the Districts perceived needs for program implementation.

If money for a summer camp becomes available through the State, aided by the local school board, a summer camp for clinical experiences will be a part of the participant's program.

SECTION III

COLLABORATION

Describe the collaborative involvement to date and the collaborative involvement that will be forthcoming in the planning, development, implementation and evaluation of the institute program. Utilize in the description as much identification of the collaborators as possible such as names of the institutions, representatives of the institutions and their positions. It is the collaborative process and the collaborators which will be discussed. In this section the planning development, implementation and evaluation processes are secondary. The focus of the section will be the processes, personnel and institutions involved in the collaboration.

The planning, development, implementation and evaluation of the summer inservice institute program has and will involve collaboration with the following individuals within the Broward County School System:

Emotionally Handicapped

Ms. Fay Clark, Director, ESE
Dr. J. Rockwell, Director, Psychological Services
Ms. Jane Nester, Principal, Sunset Learning Ctr.
Mr. John Smith, Principal, S. Fla. Ex. Student Ctr.
Ms. K. Mangan Asst. Principal, S. Fla. Ex. Student C.
Ms. S. Creswell, Supervisor, Emotionally Hand. Prog.
Dr. E. Schussler, Coordinator, Fla. Diag. Resource Sys.
Ms. A. Mateer, Teacher, Ex. Student Ed.

Alternative Education

Margaret Underhill, Administrator, Sunset Learning Center
Marlene Leopold, Principal, South Area Alternative School
Judy Blaize, ESE Coordinator
Rita Thrasher, Teacher
Don Cifra, Administrative Intern
Carol Pengra, Teacher
Andy Luciani, Administrator, New River Alternative Ctr.
Tom Geismar, Principal, Crystal Lakes Middle
Ann McMichael, Harris Corporation
Linda Murray, Director, Student Services
Mark A. Thomas, Coordinator, Alternative Education

Science

Dr. Jay Hackett, University of Northern Colorado
Gabriel Milanese, Broward Community College
Dr. Roy Lemon, Florida Atlantic University
Dr. Eilen Mattingly, Barry University

Mathematics

Dr. Ernest Burgess, Florida Atlantic University
Dr. M. J. DeLeon, Florida Atlantic University
Dr. Don Bernard, University of Florida
Dr. Nicholas Vigilante, Florida International University

* Mr. Bob Frazier, Teacher Education Council, represented the TEC in all the above areas

Computer Education
Dr. Nelson Moore, Director, Program Development, K-12
Dr. Nancy Romance, Supervisor, Science, K-12
Mr. Larry Wantuck, Supervisor, Mathematics, K-12
Mr. Larry Insel, Principal, Nova High School
Ms. Bonnie Blohm, Teacher
Mr. Robert Strickland, Teacher
Broward County Computer Education Committee
Secondary Computer Education Contacts

Collaboration will continue with the District staff mentioned and with the following individuals and their institutions:

Emotionally Handicapped
Dr. Ron Taylor, Florida Atlantic University, ESE
Dr. Ralph Maurer, University of Florida
Dr. Munir Madewale, South Florida State Hospital
Ms. Sandi Searls, Gainesville

Alternative Education
Dr. Don MacKenzie, Professor, Florida Atlantic University
Teachers, Broward County Schools
Elementary, Middle, and High School Principals, Broward County Schools
Curriculum Coordinators - Broward County Schools
Consulting Educators, Broward County Schools

Science
Dr. Nelson Moore, Director, Program Dev4lopment
Mr. Larry Wantuck, Supervisor, Mathematics
Dr. Nancy Romance, Supervisor, Science
Mr. Jim Shannon, Supervisor, Computer Education
Mr. Jim Carswell, Area Curriculum Specialist, Science
Dr. David Woodbridge - Coordinator, Science Research
Mr. Larry Insel, Principal Nova High School

Mathematics
Mr. Larry Wantuck, Supervisor, Mathematics
Ms. Gerry Greer, Specialist, Mathematics
Mr. Jim Carswell, Specialist, Science
Dr. Nelson Moore, Director, Program Development
Ms. Simone Habert, Specialist, Mathematics
Ms. Carol Newman, Specialist, Mathematics
Mr. Bob Frazier, Teacher Education Council

SECTION IV

INSTRUCTIONAL AREAS TO BE OFFERED

Indicate which of the following will be an instructional offering. Where an explanation is requested, do so on a separate sheet(s) and attach to this section.

[X]	Yes	[ ]	No	Mathematics
[X]	Yes	[ ]	No	Science
[ ]	Yes	[X]	No	Foreign Languages
[X]	Yes	[ ]	No	Computer Education
[X]	Yes	[ ]	No	Alternative Education
[ ]	Yes	[X]	No	English
[X]	Yes	[ ]	No	Emotionally Handicapped

SECTION VI

SCIENCE

All of the subsections that comprise this section must be completed if this instructional area is to be offered in the 1986 District Summer Inservice Institute Program.

SECTION VI-A

PROJECTED PARTICIPATION

INSTRUCTIONAL AREA - SCIENCE

The projected participation is all of the personnel to be trained in all components of this instructional area.

Participant Classification	High School	Junior High/ Middle School	Elementary	TOTAL
Number of Participants	28	26	96	150
Number of FTE*	112	104	192	408

*One person participating in an institute for 30 hours constitutes one FTE.

A 30 hour instructional strand is equal to 1 FTE per participant.

A 60 hour instructional strand is equal of 2 FTE per participant.

SECTION VI-B

INSTRUCTIONAL AREA - SCIENCE

Instructional Strand - Title and Description

This component is designed to improve the science knowledge base of middle school teachers (grades 6 - 8) through a rigorous institute covering the following topics: study of geology, meteorology, astronomy and related theories.

Component State Identifier Number	Title	Existing or New
5123450	Earth Science for the Middle School Teacher	New

Instructional Strand - Title and Description

This component is designed to improve the science knowledge base of elementary school teachers (grades K - 5) through a rigorous sixty hour institute covering the following topics: atoms and molecules, states of matter, energy, earth's crust, static electricity, motion, magnetism, simple machines, cells, organs, systems, biological classification, plants (their parts and propagation), transpiration, respiration, animal behavior and adaption, nutrition and its effect on the human body, ecosystems, food webs, endangered species and the scientific method.

Component State Identifier Number	Title	Existing or New
5123050	Science for the Elementary School Teacher	New

Duplicate as many copies of the form as necessary.

SECTION VI-B

INSTRUCTIONAL AREA - SCIENCE

Instructional Strand - Title and Description

This component is designed to improve science knowledge of high school earth/space science teachers through rigorous instruction which incorporates topics in geology including diastrophism and plate tectonics; metrology including weather systems and climate; astronomical motions, characteristics of heavenly bodies and related theories.

Component State Identifier Number	Title	Existing or New
	Earth/Space Science for High School Science Teachers	New

Instructional Strand - Title and Description

The component is designed to provide participants with rigorous content in the following areas: operation of a computer as an instructional tool, data acquisition through direct entry and use of peripherals, basic statistics including variables, controls, limitations, generating hypothesis, data analysis and conclusions.

Component State Identifier Number	Title	Existing or New
	Content and Techniques for Scientific Investigation and Problem Solving for Middle and High School Science Teachers	New

Duplicate as many copies of the form as necessary.

County Name: Broward

Component Number: 5123050

Inservice Point: 60

Title: Science for the Elementary School Teacher
(2 weeks - 60 hours)

GENERAL OBJECTIVES

This component is designed to improve the science knowledge base of elementary school teachers (Grades K - 5) through a rigorous sixty hour institute covering the following topics: atoms and molecules, states of matter, energy, earth's crust, static electricity, motion, magnetism, simple machines, cells, organs, systems, biological classification, plants (their parts and propagation), transpiration, respiration, animal behavior and adaptation, nutrition and its effect on the human body, ecosystems, food webs and endangered species and the scientific method.

SPECIFIC OBJECTIVES

Given the opportunity to participate in a rigorous science content workshop, each elementary school teacher participant will:.

1. Describe the structure of the basic plant and animal cell.
2. Compare and contrast the processes of photosynthesis and respiration.
3. Explain the process of transpiration.
4. Define tropism and demonstrate knowledge of phototropism, geotropism, and hydrotropism.
5. Identify the main characteristics of bacteria and their three main groups.
6. List conditions that will positively or negatively effect bacterial growth.
7. Identify by cell structure and/or functional description the five main tissues of the body.
8. Describe the ten main systems of the body and their functions.
9. Explain the role of given nutrients in nutrition and their role with desease prevention.
10. Describe the factors that have had the greatest impact on the ecology of South Florida during the past century.
11. Describe the organization and classification of matter using both definitions and examples of: atom, ion, molecule, element, compound, and mixture.
12. Compare solids, liquids, gases, and changes of state using molecular motion and energy. Include terms such as melting, freezing, evaporation, condensation, sublimation, heat of fusion, and heat of vaporization.
13. Define energy, describe its forms, and give examples of energy transfer.

14. Demonstrate an understanding of Newton's laws of motion and the relationship of force, mass, inertia, motion, velocity, and momentum.
15. Classify machines as simple or compound, give everday examples, and explain how they affect the amount, speed, or direction of force.
16. Define and calculate both work and mechanical advantage as they relate to the use of common simple machines.
17. Describe the relationship between electricity and magnetism icluding what causes each and the relationship between voltage, current flow, and resistance.
18. Given diagrams or actual materials, demonstrate the concept of an electric circuit. Include both series and parallel circuits.
19. Compare and contrast the formation and orientation of igneous, sedimentary, and metamorphic rocks in the earth's crust.
20. Describe the relationship between minerals and rocks and correctly identify common examples of each.
21. Describe and identify the different types of crustal plate boundaries giving global examples of their locations and resultant features.
22. Explain the interaction of components in our atmosphere which produce daily weather changes. Include such factors as humidity, pressure, circulation, frontal systems, and precipitation.
23. Demonstrate which gas is given off by plants during photosynthesis and respiration.
24. Demonstrate the role of light in the production of starch during photosynthesis.
25. Demonstrate photo, geo, and hydro-tropisms and compare to determine relative strength in plants.
26. Demonstrate the amount of transpiration that occurs in a variety of plants during a 24 hour period.
27. Demonstrate and test conditions for bacteria growth.
28. Describe similarities and differences in prepared slides of bacteria.
29. Demonstrate experiments that will elucidate the functions of 7 of the 10 main body systems.
30. Demonstrate with a variety of foods how to determine their nutrient content.
31. Demonstrate with the use of a chart the findings of number eight.
32. Demonstrate the activities of two groups actively involved in the protection of our South Florida environment.
33. Demonstrate the use of the scientific method in developing science concepts in the content areas included as part of the general objectives.

DESCRIPTION OF ACTIVITIES

This workshop will consist of 10 six-hour sessions conducted by two consultants in the field of science. Participant activities will include lectures, lecture-discussions, demonstrations, laboratory experimentation guided independent study and limited clinical experiences.

EVALUATION

Successful achievement of institute objectives will be demonstrated in the following ways:

1. Mastery by teacher participants of a minimum of 80% of the specific objectives as indicated on a post-test.
2. Attainment of an increase in teacher participants' scores from the pre to the post examination.
3. Display by teacher participants of effective teaching behaviors as indicated on instruments of the Florida Performance Measurement System.
4. Assessment of participants' and instructors' perceptions of the institute.

D459-5/4

County Name: Broward

Component Number: 5123450

Inservice Points: 60

Title: Earth Science For the Middle School Teacher
(4 weeks - 60 hours)

GENERAL OBJECTIVES

This component is designed to improve the science knowledge base of middle school teachers (Grades 6-8) through a rigorous institute covering the following topics: meteorology, geology, astronomy and related theories.

SPECIFIC OBJECTIVES

Given the opportunity to participate in a rigorous Earth Science content workshop, each middle school teacher participant will:

1. Describe the opportunity to participate in a rigorous Earth Science content workshop, each middle school teacher participant will:
2. Describe the internal structure of the earth and arrange the four major regions by increasing density.
3. Describe the plate tectonic theory.
4. Discuss the meaning of geologic time.
5. Distinguish between absolute time and relative time.
6. Recognize the major difference between the eras of geologic time.
7. Identify radioactive dating as a method of determining the age of fossils.
8. Solve problems involving the half-life of an element.
9. Describe how C-14 is a decay clock.
10. Define the principle of superposition.
11. Explain how magnetic reversals are used as a relative means of determining time.
12. Distinguish among igneous, sedimentary and metamorphic rocks.
13. Describe the formation of igneous rocks.
14. Describe volcano formation, distinguishing lava dome, from stratovolcanoes.
15. Identify the characteristic minerals of igneous rocks.
16. Describe crystals and crystal structure.
17. Identify Paulin's Rules of crystal formation.
18. Discuss the weathering process, distinguishing between mechanical and chemical weathering.
19. Recognize water as a unique substance essential to many natural chemical processes.

20. Define sedimentation distinguishing between clastic and chemical sedimentation.
21. Recognize the causes of earthquakes.
22. Name the three major types of seismic waves and categorize them according to their properties.
23. Define the term universe.
24. List the major components that make up the solar system.
25. List some recent discoveries about the solar system.
26. Identify recent theories in astronomy.

DESCRIPTION OF ACTIVITIES

This workshop will consist of 10 six hour sessions conducted by two instructors in the field of science. Participant activities will include lectures, lecture-discussions, demonstrations, laboratory experimentation, guided independent study and limited clinical experiences.

EVALUATION

Successful achievement of institute objectives will be demonstrated in the following ways:

1. Mastery by teacher participants of a minimum of 80% of the specific objectives as indicated on a post test.
2. Attainment of an increase in teacher participants' scores from the pre to the post examination.
3. Display by teacher participants of effective teaching behaviors as indicated on instruments of the Florida Performance Measurement System.
4. Assessment of participants' and instructors' perceptions of the instititute.

D449-5/8

County Name: Broward

Component Number:

Inservice Points: 64

Title: Earth/Space Science for High School Teachers
(4 weeks - 60 hours)

GENERAL OBJECTIVES

This component is designed to improve teacher knowledge and skills through rigorous instuction in the following topics: astronomy, and related history, astronomical equipment and instrumentation, geology, plate tectonics, hydrologic cycle, oceanography, meteorology and science and technology.

1. Describe theories and underlying assumptions for the formation of the universe and solar system.
2. Describe the life cycle of a star and classify several according to stage.
3. Identify and explain contributions of major astronomers.
4. Differentiate among telescopes and astronomical observations.
5. Describe planetary motion.
6. Describe and classify rocks according to method of formation.
7. Explain rock cycle.
8. Identify and describe diastrophic events.
9. Explain theory of plate tectonics.
10. Analyze the hydrologic cycle with reference to South Florida.
11. Relate ocean currents to climatic conditions.
12. Describe the components of weather.
13. Demonstrate how weather is recorded.
14. Demonstrate knowledge of strom preparedness.
15. Differentiate between renewable and nonrenewable earth resources.
16. Relate technology to earth/space science.

DESCRIPTION OF ACTIVITIES

This workshop will consist of 10 six hour sessions conducted by two instructors in the field of science. Participant activities will include lectures, lecture-discussions, demonstrations, laboratory experimentation, guided independent study and limited clinical experiences.

EVALUATION

Successful achievement of institute objectives will be demonstrated in the following ways:

1. Mastery by teacher participants of a minimum of 80% of the specific objectives as indicated on a post test.
2. Attainment of an increase in teacher participants' scores from the pre to the post examination.
3. Display by teacher participants of effective teaching behaviors as indicated on instruments of the Florida Performance Measurement System.
4. Assessment of participants' and instructors' perceptions of the institute.

D.459-5/6

SECTION VI-C

PROJECTED INSTRUCTOR INFORMATION

INSTRUCTIONAL AREA - SCIENCE

Instructional Strand Title Earth/Space - High School Science

				Other Expenditures			
	A.	B.	C.	D.	E.	F.	G.
Instructor	Source	Hours Of Instruction	Compen-sation	Per Diem	Travel	Program Development	Evaluation
#1	A	80	3600			$840	$456
#2	E	120	3762			$1050	$600
#3							
#4							
#5							

Instructional Strand Title Content and Techniques for Scientific Investigation for Middle and High School Teachers

				Other Expenditures			
	A.	B.	C.	D.	E.	F.	G.
Instructor	Source	Hours Of Instruction	Compen-sation	Per Diem	Travel	Program Development	Evaluation
#1	A	80	3600			$840	$456
#2	E	120	3762			$1050	$600
#3							
#4							
#5							

* Corresponds to the instructional strands identified in subsection B.

Duplicate as many copies of this form as necessary.

SECTION VI-C

PROJECTED INSTRUCTOR INFORMATION

INSTRUCTIONAL AREA - SCIENCE

Instructional Strand Title 5123050 Elementary Science

				Other Expenditures			
	A.	B.	C.	D.	E.	F.	G.
Instructor	Source	Hours Of Instruction	Compen-sation	Per Diem	Travel	Program Development	Evaluation
#1	A	80	3600			$840	$456
#2	A	80	3600		$600	$840	$456
#3	F	120	4500			$1200	$600
#4	E	120	3762			$1050	$600
#5							

Instructional Strand Title 5123450 Earth/Space - Middle School Science

				Other Expenditures			
	A.	B.	C.	D.	E.	F.	G.
Instructor	Source	Hours Of Instruction	Compen-sation	Per Diem	Travel	Program Development	Evaluation
#1	D	80	3600			$840	$456
#2	E	120	3762			$1050	$600
#3							
#4							
#5							

* Corresponds to the instructional strands identified in subsection B.

Duplicate as many copies of this form as necessary.

SECTION -D

PROGRAM BUDGET BREAKOUT

INSTRUCTIONAL AREA - SCIENCE

Program Area	Budget
Participant Compensation (Include Fringe)	$263,160.00
Instructor Compensation*	52,428.00
Participant Travel And Per Diem	------
Instructor Travel And Per Diem **	600.00
Inservice Training Materials (Itemize)	
Textbooks:	
Elementary	$2,500.00
Middle School	1,500.00
High School	1,500.00
Subtotal Training Materials	5,500.00
Other Instructional Costs (Itemize)	
Laboratory Supplies/Chem./Equip.	2,000.00
Classroom Supplies	800.00
Subtotal Other Instructional Costs	2,800.00
TOTAL	$324,488.00

*"In columns C, F and G of subsection C"

**"In columns D and E of subsection C"

SECTION -E

DATES AND HOURS OF OPERATION

INSTRUCTIONAL AREA -

Indicate starting date and terminating date and the number of hours per day of operation for each session.

If the instructional area is to be offered more than once, indicate the same type information for each session.

Elementary Science - 7/7/86-7/18/86 Session I
7/21/86-8/1/86 Session II — 6 hours per day

Middle Earth/Space - 7/7/86-8/1/86 — 3 hours per day
Content & Techniques/Science Investigation 7/7/86-8/1/86
3 hours per day
High School Earth/Space - 7/7/86-8/1/86 — 3 hours per day
Content & Techniques/Science Investigation - 7/7/86-8/1/86
3 hours per day

SECTION -F

SITE

INSTRUCTIONAL AREA -

Indicate the site for each session. Give the building name, address and institution as appropriate.

Nova High School
3600 College Avenue
Fort Lauderdale, FL 33314

SECTION XII

PARTICIPANT COMPENSATION

Participants are compensated by most districts on a uniform basis, e.g., $300 per participant for a 30 hour institute. If your district pays compensation on such a uniform basis, identify in Item A. the amount that will be paid for thirty hours of participation in an institute. Indicate in Item B. if this amount includes fringe benefits.

For a sixty hour institute, divide the total compensation by two.

Item C. A few districts may not pay compensation on a uniform basis. If this is the case in your district, please indicate the range of the compensation that will be paid for thirty hours of participation in an institute.

Item D. Indicate the basis for calculating each participant's compensation for Item C., e.g, actual daily salary rate or 75% of daily salary rate, etc.

Please indicate the amount of compensation that will be paid to an institute participant for thirty hours of institute participation.

A. Compensation	_____
B. Indicate if fringe benefits are included in this amount	☐ Yes ☐ No

If the district does not pay participants a uniform compensation, please indicate the range of compensation that will be paid for thirty hours of participation in the institute.

C. Indicate range of compensation . . . (Cannot be determined at this time)	From	Average $645.00 per 30 hours
	To	including fringe

D. Indicate basis on which the compensation is calculated:

This budget proposal is based on a projected average hourly rate of $21.50 including fringe benefits.

SECTION XIII

TOTAL PROJECTED DISTRICT PARTICIPATION BY INDIVIDUALS

Each section of the plan addressing an instructional area includes the projected participation by individual for that area. This section, however, compiles these data to project the total participation for the district.

Instructional Areas	Participant Classification			
	High School	Junior High Middle School	Elementary	Total
Mathematics	28	26	96	150
Science	28	26	96	150
Foreign Language	0	0	0	0
Computer Education	28	26	-	54
Alternative Education	24	24	24	72
English	0	0	0	0
Emotionally Handicapped	0	0	31	31
Total	108	102	247	457

SECTION XIV

TOTAL PROJECTED DISTRICT PARTICIPATION BY F.T.E.

Each section of the plan addressing an instructional area includes the projected participation by F.T.E. for that area. This section, however, compiles these data to project the total participation for the district.

Instructional Areas	Participant Classification			
	High School	Junior High Middle School	Elementary	Total
Mathematics	112	104	192	408
Science	112	104	192	408
Foreign Language	0	0	0	0
Computer Education	112	104	0	216
Alternative Education	48	48	48	144
English	0	0	0	0
Emotionally Handicapped	0	0	62	62
Total	384	360	494	1238

SECTION XV

PROGRAM EXPENDITURE BREAKOUT
ALL FUNDS FROM ALL FUND SOURCES

Instructional Areas	Participant Classification						
	A Participant Compensation	B Instructor Compensation	C Participant Travel and Per Diem	D Instructor Travel and Per Diem	E Inservice Training Materials	F Other Instructional Costs	G TOTAL
Mathematics	263,160	49,202	0	0	4,320	3,480	320,162
Science	263,160	52,428	0	600	5,500	2,800	324,488
Foreign Language	0	0	0	0	0	0	0
Computer Education	139,320	15,480	0	0	1,200	200	156,200
Alternative Education	92,880	26,352	0	0	1,640	1,400	122,272
English	0	0	0	0	0	0	0
Emotionally Handicapped	39,990	5,175	0	0	800	1,000	46,965
Total	798,510	148,637	0	600	13,460	8,880	970,087

H PLANNING COSTS	
Itemize	Cost
Administrative & Clerical	54,506
Materials, supplies, & services	8,000
Total Planning Costs	62,506
GRAND TOTAL	1,032,593

State Allocation -742,341

District Funds 290,252

SECTION XVI
BUDGET BY OBJECT CODE
SUMMER INSERVICE INSTITUTE FUNDS ONLY

(A) District/Agency Name: Broward
(B) Program Name: Summer Inservice Institute
(C) Effective Approval Date: _____
(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND EXPENDITURE REPORT
☐ Budget ☐ Interim Report ☐ Final Report
(INSTRUCTIONS ON REVERSE)

(E) District/Agency Number: 06
(F) Program Number: _____
(G) Project Number: _____
(H) Total Project Dollars: $742,341

(1) Account or Func No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Expended to Date As of / /	(6) Unexpended Balance	(7) Current Expenditure Reported
6400	100	Salaries	587,993			
6400	100	Fringe	154,348			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	742,341			
		(9) REIMBURSEMENT PERCENT	100 %	%		%
* FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS	742,341			
COMPLETE ROWS (9), (10), & (11):		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: (Complete on last page only)
I hereby certify that I have reviewed this budget summary/expenditure report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to the district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as an expenditure report, all expenditures: were obligated for after the project approval date and prior to the termination date, have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA [redacted] Exp[redacted]0/85 | Report Number ____ Page __ of ____ | Certified Correct _____ Finance Officer or Au[redacted]ed Representative | Date / /

DOE USE | Audited by: _____ Date: / /

SECTION XVII

EVALUATION PROCEDURES

In order to determine the extent that each teacher participating the the Summer In-service Institute increased their subject area knowledge and skills to include knowledge of content and process the following procedures shall be followed:

Each teacher will be given an assessment pre-test to determine content knowledge and skills for which instruction is to be given and a post-test to determine knowledge and skills acquired as a result of instruction. Alternative Education and Emotionally Handicapped will focus on knowledge of process. The specific pre- and post-tests items will be structured according to the stated specific objectives of each instructional components. It will be the aim of instruction that each participant shall show a mastery of 80% of the stated specific objectives varified through the pre- and post-testing and through observation.

Through a collaborative effort the District will seek an agreement with the Testing and Measurement Department of Florida, Atlantic University, for teachers and institute evaluations to be conducted, by the University, in an objective and a comprehensive manner.

If funding is approved for a summer camp, teacher effectiveness can be demonstrated as a part of the clinical component. The Florida Performance Measurement System will be implemented. Teachers will be observed in their normal classroom setting in the fall during the regular school year if a summer camp is not provided.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
Division of Instruction/Program Services
Summer Institute - 1986
6650 Griffin Road
Davie, Florida 33314

Date: April 28, 1986

To: Elementary School Principals

Through: Nicholas A. Fischer, Ed.D.
Associate Superintendent
Instruction/Program Services

From: Jim Carswell, Director
Summer Institute

Re: Teacher Participants
Summer Institute

As part of the RAISE BILL Legislation, the State of Florida has funded the Summer Institute for Teachers for 1986.

One part of the program for elementary school teacher participants consists of 60 hours of "rigorous" content training in either mathematics or science which is aimed at enhancing the individual teacher's skills at the intermediate grade level. Preferably, the teacher participants should be currently teaching at the intermediate grade level, willing to implement newly acquired information and learning techniques for the classroom, and willing to share such information with their peers. In addition to the mathematics, science, and computer training portions, this year's institute will have teacher participants from the areas of alternative and emotionally handicapped student education. Information regarding the alternative and emotionally handicapped programs will be sent to you under seperate cover.

The training site for the elementary school sessions will be at the Nova Complex from 8:00 A.M. until 2:30 P.M. Session I starts on Monday, July 7th, and ends on Friday, July 18th. Session II starts on Monday, July 21st, and ends on Friday, August 1st.

Upon satisfactory completion of the Summer Institute, teachers will be paid a stipend of $75 for six hours per day and will receive up to 60 hours of inservice credit. Prospective applicants should review the attached inservice components to see if their perceived needs will be met by the program.

Each elementary school principal should select one teacher participant for mathematics and one teacher participant for science as well as an alternate participant for each. The completed teacher forms and necessary PAF's should be returned to

the Summer Institute Office by May 8. Should you need clarification, please call the Summer Institute Office at 765-6525 or your Area Curriculum Specialist for Mathematics and Science.

Attachments: Inservice Components
Application - Summer Institute
Sample PAF

cc: Dr. William J. Leary, Superintendent of Schools
Dr. Thomas Johnson, Associate Superintendent of Personnel Services
Area Superintendents
Human Resource Development
Dr. Nelson Moore, Director of Program Development
Mrs. Fay Clark, Director of Exceptional Student Education
Mr. Mark Thomas, Career/Alternative Education
Mr. Larry Wantuck, Supervisor of Mathematics
Dr. Nancy Romance, Supervisor of Science
Mr. Jim Shannon, Supervisor of Computer Education

SI-1/6/4

County Name: Broward County

Component Number: 5081550

Inservice Points: 60

Title: Mathematics Standards of Excellence - Elementary

GENERAL OBJECTIVES

1.0 To improve the mathematics content knowledge base in the following topics: problem-solving techniques, mathematical applications, estimation and approximation, mathematical computation, measurement, graphing, probability and statistics.

SPECIFIC OBJECTIVES

1.1 Solve word problems requiring multi-step computation.
1.2 Solve problems requiring visual discrimination.
1.3 Solve problems involving sequential, numeric, and geometric patterns.
1.4 Solve problems appropriate for an inductive reasoning technique.
1.5 Estimate any appropriate measure (length, area, volume), given geometric figures of one, two or three dimensions.
1.6 Estimate the square root of a whole number to the nearest whole number or tenth.
1.7 Estimate the solution to computations involving decimals and percents.
1.8 Multiply or divide multi-digit whole numbers, using alternate methods.
1.9 Solve problems that involve indirect measurement by using proportions and similar triangles.
1.10 Construct the following geometric figures, given a straight-edge and compass: triangles, circles, squares, parallelograms, rhombuses, rectangles and hexagons.
1.11 Find the area of a given plane figure that combines more than one geometric shape.
1.12 Compute the area remaining when sections are cut out of a given figure where the figures used are combinations of triangles, squares, rectangles, parallelograms, trapezoids, or circles.
1.13 Compute the total surface area of cubes, cylinders and pyramids.
1.14 Compute the volume of pyramids, cylinders, cones, and spheres.

1.15 Determine the change in the area of a plane figure when its dimensions are altered.

1.16 Determine the number of specific outcomes of given event.

PROCEDURE/ACTIVITY

1.1.1 - 1.16.1 Participant activities will include lectures, lecture-demonstrations, concrete experiences with manipulative materials, guided independent study, and computer-assisted instruction.

EVALUATION

1.1 - 1.16 Demonstrate 80% mastery of lecture/activity content objectives on a posttest.

County Name: Broward

Component Number: 5123050

Inservice Point: 60

Title: Science for the Elementary School Teacher
(2 weeks - 60 hours)

GENERAL OBJECTIVES

This component is designed to improve the science knowledge base of elementary school teachers (Grades K - 5) through a rigorous sixty hour institute covering the following topics: atoms and molecules, states of matter, energy, earth's crust, static electricity, motion, magnetism, simple machines, cells, organs, systems, biological classification, plants (their parts and propagation), transpiration, respiration, animal behavior and adaptation, nutrition and its effect on the human body, ecosystems, food webs and endangered species and the scientific method.

SPECIFIC OBJECTIVES

Given the opportunity to participate in a rigorous science content workshop, each elementary school teacher participant will:.

1. Describe the structure of the basic plant and animal cell.
2. Compare and contrast the processes of photosynthesis and respiration.
3. Explain the process of transpiration.
4. Define tropism and demonstrate knowledge of phototropism, geotropism, and hydrotropism.
5. Identify the main characteristics of bacteria and their three main groups.
6. List conditions that will positively or negatively effect bacterial growth.
7. Identify by cell structure and/or functional description the five main tissues of the body.
8. Describe the ten main systems of the body and their functions.
9. Explain the role of given nutrients in nutrition and their role with desease prevention.
10. Describe the factors that have had the greatest impact on the ecology of South Florida during the past century.
11. Describe the organization and classification of matter using both definitions and examples of: atom, ion, molecule, element, compound, and mixture.
12. Compare solids, liquids, gases, and changes of state using molecular motion and energy. Include terms such as melting, freezing, evaporation, condensation, sublimation, heat of fusion, and heat of vaporization.
13. Define energy, describe its forms, and give examples of energy transfer.

14. Demonstrate an understanding of Newton's laws of motion and the relationship of force, mass, inertia, motion, velocity, and momentum.
15. Classify machines as simple or compound, give everday examples, and explain how they affect the amount, speed, or direction of force.
16. Define and calculate both work and mechanical advantage as they relate to the use of common simple machines.
17. Describe the relationship between electricity and magnetism icluding what causes each and the relationship between voltage, current flow, and resistance.
18. Given diagrams or actual materials, demonstrate the concept of an electric circuit. Include both series and parallel circuits.
19. Compare and contrast the formation and orientation of igneous, sedimentary, and metamorphic rocks in the earth's crust.
20. Describe the relationship between minerals and rocks and correctly identify common examples of each.
21. Describe and identify the different types of crustal plate boundaries giving global examples of their locations and resultant features.
22. Explain the interaction of components in our atmosphere which produce daily weather changes. Include such factors as humidity, pressure, circulation, frontal systems, and precipitation.
23. Demonstrate which gas is given off by plants during photosynthesis and respiration.
24. Demonstrate the role of light in the production of starch during photosynthesis.
25. Demonstrate photo, geo, and hydro-tropisms and compare to determine relative strength in plants.
26. Demonstrate the amount of transpiration that occurs in a variety of plants during a 24 hour period.
27. Demonstrate and test conditions for bacteria growth.
28. Describe similarities and differences in prepared slides of bacteria.
29. Demonstrate experiments that will elucidate the functions of 7 of the 10 main body systems.
30. Demonstrate with a variety of foods how to determine their nutrient content.
31. Demonstrate with the use of a chart the findings of number eight.
32. Demonstrate the activities of two groups actively involved in the protection of our South Florida environment.
33. Demonstrate the use of the scientific method in developing science concepts in the content areas included as part of the general objectives.

DESCRIPTION OF ACTIVITIES

This workshop will consist of 10 six-hour sessions conducted by two consultants in the field of science. Participant activities will include lectures, lecture-discussions, demonstrations, laboratory experimentation guided independent study and limited clinical experiences.

EVALUATION

Successful achievement of institute objectives will be demonstrated in the following ways:

1. Mastery by teacher participants of a minimum of 80% of the specific objectives as indicated on a post-test.
2. Attainment of an increase in teacher participants' scores from the pre to the post examination.
3. Assessment of participants' and instructors' perceptions of the institute.

D459-5/4

APPLICATION - SUMMER INSTITUTES
Math/Science - Elementary

Participant's Name:_____
Last First (MI)

Present School Location:_____SS#_____

School Telephone No._____Home Telephone No._____

Home Address: Street_____

City_____Zip Code_____

Educational Background

Degree(s): 1) Undergraduate_____Major_____
Minor (if applicable)_____
University_____When_____

2) Graduate_____Major_____
Minor_____
University_____When_____

3) (Other)_____Major_____
Minor_____
University_____When_____

Check One: Mathematics Participant_____ Science Participant_____

Certification

State Certification #_____ List areas of certification by name and number codes_____

Teaching Experiences:

Current assignment by grade and/or by subject:

For the past three years, what have been your teaching assignments?

84 - 85 _____

83 - 84 _____

82 - 83 _____

Circle Session Preference: I July 7-July 18 II July 21-August 1

SI-2/6/1

LAST EFF. DATE	EMPLOYEE NAME
LAST ACTION(S)	HOME SCHOOL/DEPT. NAME
	WORK PHONE / HOME SCHOOL/DEPT. NO. / SEC.
123-45-6789	

The School Board of Broward County, Florida

Personnel Action Form

☒ INSTR. ☐ NONINSTR ☐ ADM/SUPERV or PROF/TECH

ENTER THE STARTING DATE AND UP TO THREE PERSONNEL ACTIONS FROM THE LIST AT THE RIGHT.

	EFF. DATE	ACTION
A1	07:01:86	11

01 ☐ INITIAL EMPLOYMENT ☐ RE-EMPLOY ☐ SUPPLEMENT
02 LOA WITH PAY
03 LOA WITHOUT PAY
04 RETURN FROM LOA
05 SEPARATION
06 PROMOTION
07 JOB RECLASSIFY
08 DEMOTION
09 JOB ASSIGNMENT CHANGE
10 TRANSFER
11 OTHER DATA CHANGE ☐ ADDITIONAL POSITION ☐ HOURS CHANGE ☐ CALENDAR CHANGE ☐ LABOR DISTRIBUTION CHANGE
12 DATA CORRECTION

B1 DOE, JOHN M.

SUPPLEMENTAL POSITIONS ONLY
$ AMOUNT

SAMPLE

STATUS INFORMATION

C1					
C2		NEXT REVIEW	SPEC STAT	SPEC STAT DATE	

HOME SCHOOL/DEPT. NAME

JOB ASSIGNMENT INFORMATION

JOB CLASS TITLE Tchr. Sum. Inst.-Stipend JOB SCH/DEPT. NAME Summer Institute

	JOB #	EFF. DATE	END DATE	POSITION #	CLASS	CLASS ENTRY DATE	ENTITLEMENT ENTER Y OR N	MS	SP	DOC	SI	AI	EC
D		07:01:86	08:15:86		901008	07:01:86							
	PAY RATE		RTCD	STEP		PAY CYCLE		POS TYP	ASSIGN CAL DAYS				
E					09658000		P		242				

						EARN TYPE	RATE/AMOUNT		PERCENT	PAY FROM DATE	PAY THRU DATE	
1	110	658	3045	00	9658		12	50	100	07:01:86	08:15:86	
2												
3												
4												
5												
6												
7												

FORM COMPLETED BY | TELEPHONE | ADVERTISEMENT DEADLINE DATE | RECOMMENDED SUBJECT AND STUDENT GRADE LEVEL(S)

NAME

SIGNATURE/APPROVALS

PRINCIPAL/ADMINISTRATOR

EMPLOYEE SIGNATURE

TOR DATE

DATE

EACH APPLICATION MUST BE RETURNED WITH A COMPLETED PERSONNEL ACTION FORM (PAF) CODED AS ON THIS SAMPLE. PLEASE DO NOT HAVE YOUR BUILDING ADMINISTRATOR SIGN THIS FORM.

S.A. DATE

DATA ENT.	MICRO FILMED

40388 (REV. 4/82)

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
Division of Instruction/Program Services
Summer Institute - 1986
6650 Griffin Road
Davie, Fl 33314
305/765-6525

Date: May 21, 1986

To: All School Principals
Elementary/Middle/High

Through: Nicholas A. Fischer, Ed.D.
Associate Superintendent
Instruction/Program Development

From: Jim Carswell, Director
Summer Institute for Teachers

Re: Applicant Confirmation
Summer Institute for Teachers

Attached is a listing of the name(s) and relative information as reflected by our records regarding your school's mathematics, science, and/or computer participant(s) in the 1986 Summer Institute for Teachers. Please verify or change any of the information where needed, such as a misspelled name or a wrong social security number, sign, and return to the Summer Institute Office at the Griffin Road Complex. A later communication from our office will be sent to each individual participant with information regarding exact times and places. Information regarding alternate participants is not included here, but should it become possible to use any alternate participant from your school, we will contact you at a later date.

Thank you for your cooperation and should you have questions, please call the Summer Institute Office at 765-6525.

Attachment

cc. Dr. Nelson Moore, Director of Program Development
Dr. Nancy Romance, Supervisor of Science
Mr. Larry Wantuck, Supervisor of Mathematics
Mr. Jim Shannon, Supervisor of Computer Education

SI-3/6/5

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
Division of Instruction/Program Services
Summer Institute - 1986
6650 Griffin Road
Davie, Fl 33314
305/765-6525

SUMMER INSTITUTE PARTICIPANT(S):

PRINCIPAL_____DATE_____
Signature

Please verify and return to the Summer Institute Office at the Griffin Road Complex.

SI-3/6/6

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
Division of Instruction/Program Services
Program Development
6650 Griffin Road
Davie, Fl 33314
305/765-6525

Date: June 10, 1986

To: Summer Institute Participants
Mathematics/Science/Computers

From: Jim Carswell, Director
Summer Institute For Teachers

Re: Times and Location
Summer Institute For Teachers

The Summer Institute for Teachers participating in middle and high school mathematics, science, and computers will be held at Nova High in Davie, Florida, starting Monday, July 7th, and ending Friday, August 1st. The sessions for elementary mathematics and science will be held at Nova Blanche Forman with session I from Monday, July 7th through Friday, July 18th, and session II from Monday, July 21st through Friday, August 1st. Hours for institute participants are 8:00 a.m. to 2:30 p.m. with a 30 minute lunch. Teacher participants should report promptly on the first day to the rooms indicated below, as teacher alternates will be contacted immediately to replace "no-shows".

LEVEL	CONTENT	ROOM
High School:	Mathematics	Math 8
	Science	Science 9
	Computers	Math 12
Middle School:	Mathematics	Math 6
	Science	Science 10
	Computers	Math 11
Elementary School:	Mathematics	Cafeteria
	Science	Cafeteria

Below is listed your pertinent information. Should there be any need for corrections, please call our office as soon as possible at 765-6525. Should circumstance prohibit you from participating, please notify, as others are waiting. Congratulations and it is hoped that this will be a very enjoyable and beneficial experience for you.

SUMMER INSTITUTE-COMPUTERS SECONDARY:
NAME: OESTERLING, GAIL A.
SS#: 199-30-8531 EXT: 7/1-8/15
SCHOOL: SEMINOLE
ADDRESS: 470 SW PETERSBURG TERRACE
CITY: PLANTATION ST: FLZIP: 33325
PHONES/SCHOOL: 581-9510 HOME: 472-4861
LEVEL: M

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
Division of Instruction/Program Services
Program Development
6650 Griffin Road
Davie, Fl 33314
305/765-6525

Date: June 10, 1986

To: Jim Shannon, Computer Education
Nancy Romance, Science
Larry Wantuck, Mathematics
Ann Mateer, Exceptional Student Education
Mark Thomas, Alternative Education

From: Jim Carswell, Director
Summer Institute

Re: Test Information
Summer Institute For Teachers

Again, Dr. Dan Weppner of Florida Atlantic University has agreed to facilitate the evaluation of the Summer Institute For Teachers for the Broward School District. He has requested that we have prepared for him a copy of the pre-/post-test, the answer key, and a correlation to the objectives of the components by Friday, June 27. This will allow F.A.U. the time needed to key their computer. Plans are for his team of people to be on site at the Nova Complex on July 7, 18, 21, and August 1 to process all tests for immediate feedback to the instructors.

For "pencil and paper" testable objectives you will need to develop four (4) questions per objective with up to five (5) choices per test question. If you should need help with the typing of the test, please let me know. Otherwise, please forward the requested information to my office as soon as possible so that I may review it before sending it to Dr. Weppner.

cc: Dr. Nelson Moore

SUMMER INSTITUTE - 1986

ELEMENTARY MATHEMATICS

EXAMINATION

DIRECTIONS: For each of the following questions, mark the letter of the best answer choice on your answer sheet. Please do not write on this test copy.

1. Sam had a painting contract for $7.25 per hour plus expenses. He started the job at 10:50 AM, worked through lunch, and finished at 6:50 PM. If his incidental expenses were $22.78, how much did he charge in all?

   A. $58.00
   B. $80.78
   C. $138.78
   D. $165.15
   E. none of the above

2. John is paid $7.25 per hour as a bus driver. He worked 40 hours. last week. If he paid $8.47 for insurance, $42.06 withholding tax and $21.16 toward FICA, what was his net pay?

   A. $218.31
   B. $226.78
   C. $290.00
   D. $361.69
   E. none of the above

3. Peter is paid $4.50 per hour and $0.02 for every screw his machine produces. During the last week he worked 36 hours and produced 2,100 screws. What was his gross pay?

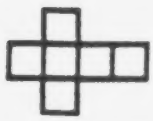
   A. $ 42.00
   B. $162.00
   C. $204.00
   D. $945.00
   E. none of the above

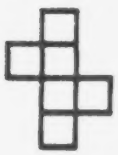
4. Florida charges a 5% sales tax on the purchase of clothing. What would be the total sales tax if you purchased a coat for $52.00 and a shirt for $14.00.

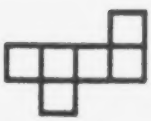
   A. $0.70
   B. $2.60
   C. $3.30
   D. $69.30
   E. none of the above

GO ON

5. Which of these figures would not fold up into a box?

A. 

C. 

B. 

D.

6. Which figure does not possess the same features that the other three have?

A.

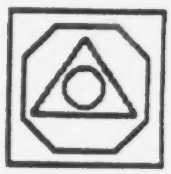
C.

B.

D.

7. What would the next shape in this line look like?

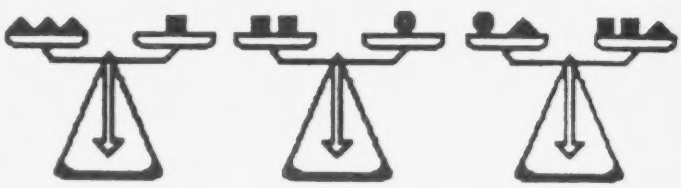
A.

C. 

B.

D.

8. Which of the objects is the heaviest?



A. ■

B. ●

C. ▲

D. Cannot be determined

SUMMER INSTITUTE - 1986

ELEMENTARY MATHEMATICS EXAMINATION

ANSWER KEY

(1.1)	(1.5)	(1.9)	(1.14)
1. B	17. B	33. D	49. D
2. A	18. A	34. C	50 C
3. C	19. C	35. C	51. B
4. C	20. A	36. C	52. C
(1.2)	**(1.6)**	**(1.11)**	**(1 15)**
5. D	21. C	37. C	53. E
6. C	22. B	38. C	54. A
7. A	23. C	39. C	55. C
8. B	24. B	40. B	56. D
(1.3)	**(1.7)**	**(1.12)**	**(1.16)**
9 B	25. C	41. A	57. D
10 D	26. B	42. A	58. D
11. B	27. C	43. B	59. C
12. C	28. A	44. B	60 A
(1.4)	**(1.8)**	**(1.13)**	**(1.10)**
13. C	29. D	45. D	61 D
14. D	30. B	46. C	62. D
15. C	31. B	47. D	63. A
16. A	32. C	48. B	64 B

The Nation's Largest Fully *Accredited School System*

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Nicholas A. Fischer, Ed.D.
Associate Superintendent
Instruction/Program Services
701 South Andrews Avenue
Fort Lauderdale, Florida 33316
(305) 765-6228

Neil Sterling
Chairperson
Lori Nance Parrish
Vice Chairperson
Jan R. Cummings
Robert D. Parks
Donald J. Samuels
Eileen S. Schwartz
Toni J. Siskin
William J. Leary, Ed.D.
Superintendent

May 29,1986

Mr. Tom Kinsey
97 S. Lake Street
Hember, New York 14075

Dear Tom:

Please excuse me for not responding to your request any sooner. I simply forgot. For your information, I have attached the component, Science for the Elementary School Teacher. This should give you some ideas about what you will be "delivering". You will be working with a team of other instructors and your main responsiblity will be to deliver 3 hours of content instruction per day on the specific objectives of the component. You may include some demonstrations and hands-on activities but the other part of the team will be responsible for 3 hours per day of computer applications and laboratory/hands-on experiences. However, please feel free to bring anything you wish with you to faciliate the workshop. Also, I have included your contract. If all is in agreement, please sign and return to me.

I am sure that you probably have many questions and I will attempt to answer them in time. Please feel free to call me at (305) 765-6525 or to write.

Sincerely,

Jim Carswell, Director
Summer Institute

D-594/6/4

72

Equal Opportunity Employer, Using Affirmative Action Guidelines

Inservice Education • Teacher Education Center — Human Resource Development Department

CONSULTANT AGREEMENT
(County/Non-County Employee)

I, Thomas Kinsey, have been requested to serve as CONSULTANT for the School Board of Broward County, Florida, on July 7,8,9,10,11,14,15,16,17,18 for 10 day(s).

I AGREE TO PERFORM THE FOLLOWING SERVICES: To deliver 10 days of instruction for the Broward School District's Summer Institute for Teachers under the Component, "Science for the Elementary School Teacher." I understand that I will be paid $180 per day for only the 10 day period for a total of $1800 and travel and per diem not to exceed a total of $600.

☐ **BROWARD COUNTY SCHOOL EMPLOYEE:**

I will be supplemented for the PREPARATION and DELIVERY of inservice at my hourly rate of $_____ per hour for _____ hour(s) plus estimated TRAVEL EXPENSES in the amount of $_____. Attached is copy of TEMPORARY DUTY AUTHORIZATION (TDA) for a total estimated amount of $_____.

Signature of Broward County Consultant | Social Security Number | Home Telephone

Job Class Number or Position Title | Work Location | Work Telephone

☒ **PRIVATE/NON-BROWARD COUNTY CONSULTANT:**

My expenses include an HONORARIUM of $ 1800.00 and the reimbursement of TRAVEL EXPENSES and per diem in the estimated amount of $ 600.00. Upon completion of consultant services, I will forward the necessary NON-COUNTY EXPENSE VOUCHER and receipts (airline, hotel, airport parking, etc.) to verify actual expenditures not to exceed the above estimated amount.

Signature of Private Consultant | Social Security Number | Home Telephone

Mailing Address | Zip Code | Telephone Number

REQUESTING PERSON James L. Carswell DATE 5/29/86

DEPARTMENT/SCHOOL/CENTER Summer Institute TELEPHONE 6525

REQUEST FOR CONSULTANT SERVICES IS HEREBY APPROVED IN ACCORDANCE WITH SCHOOL BOARD POLICIES AS OUTLINED ON REVERSE SIDE OF THIS FORM:

Signature of Area Superintendent/Associate Superintendent — Date

Signature of Principal/Administrator — Date

Additional Signature — Date

The School Board of Broward County, Florida

FINAL DISTRIBUTION: Original, Principal/Administrator; Yellow, Consultant; Pink, Requestor; Goldenrod, Area Superintendent.
FORM 2007 E

County Name: Broward

Component Number: 5123050

Inservice Point: 60

Title: Science for the Elementary School Teacher
(2 weeks - 60 hours)

GENERAL OBJECTIVES

This component is designed to improve the science knowledge base of elementary school teachers (Grades K - 5) through a rigorous sixty hour institute covering the following topics: atoms and molecules, states of matter, energy, earth's crust, static electricity, motion, magnetism, simple machines, cells, organs, systems, biological classification, plants (their parts and propagation), transpiration, respiration, animal behavior and adaptation, nutrition and its effect on the human body, ecosystems, food webs and endangered species and the scientific method.

SPECIFIC OBJECTIVES

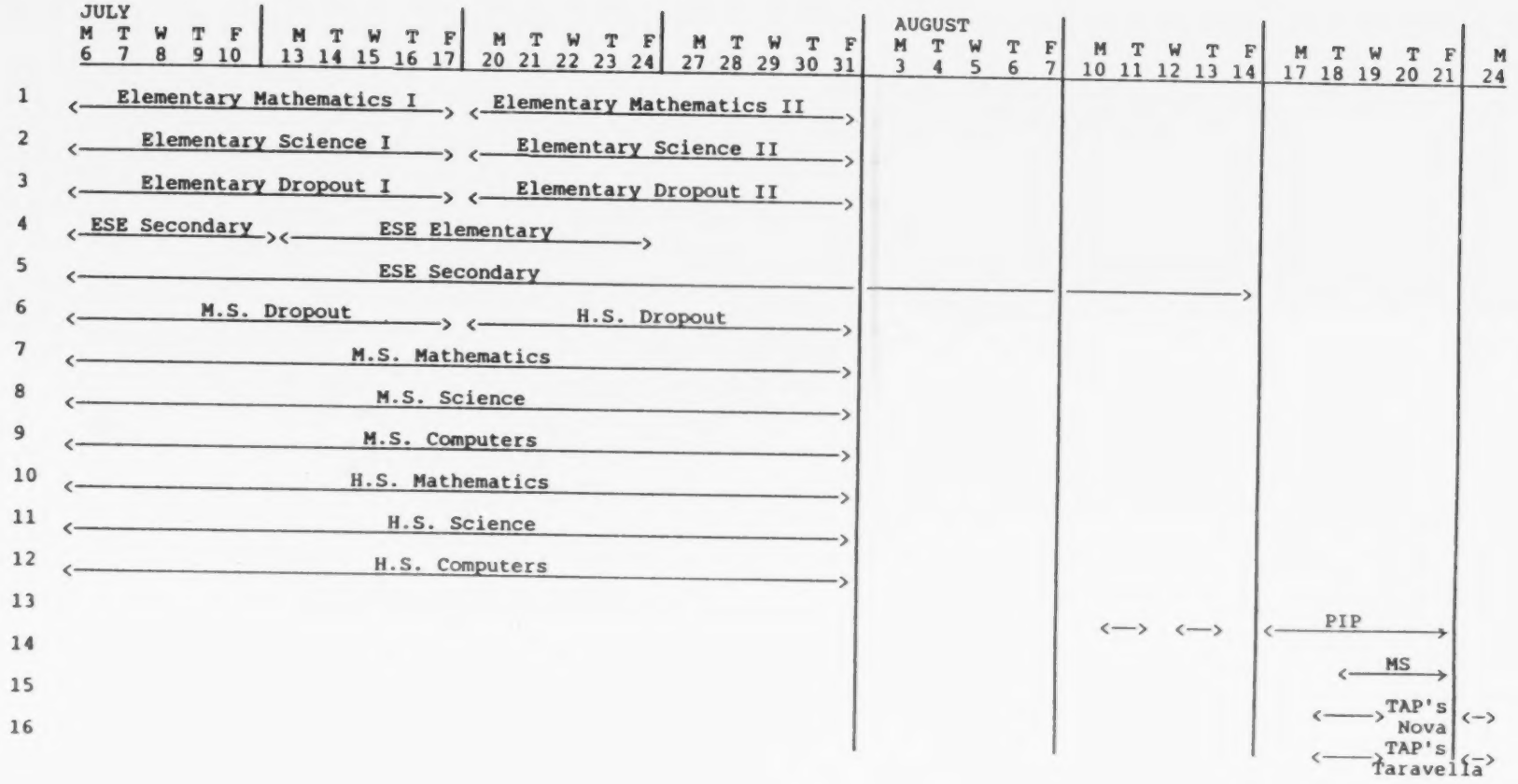
Given the opportunity to participate in a rigorous science content workshop, each elementary school teacher participant will:.

1. Describe the structure of the basic plant and animal cell.
2. Compare and contrast the processes of photosynthesis and respiration.
3. Explain the process of transpiration.
4. Define tropism and demonstrate knowledge of phototropism, geotropism, and hydrotropism.
5. Identify the main characteristics of bacteria and their three main groups.
6. List conditions that will positively or negatively effect bacterial growth.
7. Identify by cell structure and/or functional description the five main tissues of the body.
8. Describe the ten main systems of the body and their functions.
9. Explain the role of given nutrients in nutrition and their role with desease prevention.
10. Describe the factors that have had the greatest impact on the ecology of South Florida during the past century.
11. Describe the organization and classification of matter using both definitions and examples of: atom, ion, molecule, element, compound, and mixture.
12. Compare solids, liquids, gases, and changes of state using molecular motion and energy. Include terms such as melting, freezing, evaporation, condensation, sublimation, heat of fusion, and heat of vaporization.
13. Define energy, describe its forms, and give examples of energy transfer.

14. Demonstrate an understanding of Newton's laws of motion and the relationship of force, mass, inertia, motion, velocity, and momentum.
15. Classify machines as simple or compound, give everday examples, and explain how they affect the amount, speed, or direction of force.
16. Define and calculate both work and mechanical advantage as they relate to the use of common simple machines.
17. Describe the relationship between electricity and magnetism icluding what causes each and the relationship between voltage, current flow, and resistance.
18. Given diagrams or actual materials, demonstrate the concept of an electric circuit. Include both series and parallel circuits.
19. Compare and contrast the formation and orientation of igneous, sedimentary, and metamorphic rocks in the earth's crust.
20. Describe the relationship between minerals and rocks and correctly identify common examples of each.
21. Describe and identify the different types of crustal plate boundaries giving global examples of their locations and resultant features.
22. Explain the interaction of components in our atmosphere which produce daily weather changes. Include such factors as humidity, pressure, circulation, frontal systems, and precipitation.
23. Demonstrate which gas is given off by plants during photosynthesis and respiration.
24. Demonstrate the role of light in the production of starch during photosynthesis.
25. Demonstrate photo, geo, and hydro-tropisms and compare to determine relative strength in plants.
26. Demonstrate the amount of transpiration that occurs in a variety of plants during a 24 hour period.
27. Demonstrate and test conditions for bacteria growth.
28. Describe similarities and differences in prepared slides of bacteria.
29. Demonstrate experiments that will elucidate the functions of 7 of the 10 main body systems.
30. Demonstrate with a variety of foods how to determine their nutrient content.
31. Demonstrate with the use of a chart the findings of number eight.
32. Demonstrate the activities of two groups actively involved in the protection of our South Florida environment.
33. Demonstrate the use of the scientific method in developing science concepts in the content areas included as part of the general objectives.

SUMMER INSTITUTE - 1987

IMPLEMENTATION TIMELINE



FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF SPECIAL PROGRAMS
OFFICE OF TEACHER EDUCATION, CERTIFICATION, AND STAFF DEVELOPMENT

1986
SUMMER INSERVICE INSTITUTE REPORT

(1) District	(2) Contact Person Name	(3) Contact Person Title
Broward	James L. Carswell	Director Summer Institute
(4) Contact Phone	**(5) Contact Person Mailing Address**	
305-765-6525	Program Development 6650 Griffin Road Davie, Florida 33314	
(6) Prepared by: (if different from contact person)		

CERTIFICATION

I do hereby certify that all facts, figures, and representations made in the report are true and correct. Furthermore, all applicable State Board of Education Rules, and procedures for program and fiscal control and for the record maintenance have been implemented to ensure proper accountability of funds distributed for this project.

Signature of District Superintendent	Date
William J. Leary	September 30, 1986

OTE 345
EXP. 12/31/86

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
Affirmative action/equal opportunity employer

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XII. Program Expansion Funds

XIII. Expenditures by Object Code

XIV. Evaluation Procedures and Data

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SECTION III

COLLABORATION

Item A.

Please list the numbers and types of individuals involved collaboratively in the planning, development, implementation and evaluation of the district institute program. These will be categorized by types of institutions using the tables below.

For example, a district that has collaborated with the Dean of the College of Arts and Sciences, University of Florida and the Dean of the College of Arts and Sciences, University of Central Florida would place a number 2 in the appropriate box.

A six in the box marked "faculty" for colleges of education would indicate the number of instructors, professors, etc., which were collaboratively involved with the district in establishing the summer institute program.

Institutions of Higher Education

Institutions			
Types of Individuals	University College Of Arts & Sci	University College of Education	Community College
Deans			
Faculty	8	19	6
Others			

School District

Types of Positions	District
District Administrators	20
School Administrators	5
Teachers	212
Others	4

Item B.

A district that was collaboratively involved with types of institutions not included in the above general classifications will list the name or type of institution. Then identify the position type and the number of that type of person that were part of the collaborative process.

Other Institutions

Name or Type of Institution	Type of Position	Number

SECTION IV

PARTICIPANT COMPENSATION

Item A.
Participants are compensated by most districts on a uniform basis, e.g., $300 per participant for a 30 hour institute. If your district pays compensation on such a uniform basis, identify in Item A the amount that will be paid for thirty hours of participation in an institute. Indicate in Item B if this amount includes fringe benefits.

For a sixty hour institute, divide the total compensation by two.

Item B.
Indicate if fringe benefits are included in this figure.

A. Compensation	$375
B. Indicate if fringe benefits are included in this amount. . .	☐ yes ☑ no

Item C.
If the district does not pay participants a uniform compensation, please indicate the range of compensation that was paid for thirty hours of participation in the institute.

Item D.
Indicate the basis for calculating each participant's compensation for Item C, e.g., actual daily salary rate or 75% of daily salary rate, etc.

C. Indicate range of compensation . . .	From _____ per 30 hours
	To _____ per 30 hours
D. Indicate basis on which the compensation is calculated.	

SECTION V

INSTRUCTOR COMPENSATION

The intent of this section is to obtain data regarding institute instructors that is comparable. For this reason, it is the average (or most commonly paid) compensation for 30 hours of classroom instruction that is needed. No matter how much time for which the instructor was paid, please prorate this amount to a 30 hour fee. Include only funds paid for actual instruction; do not include fees paid for pre-institute planning or post-institute evaluation. These latter two figures are included along with the instructional fee in "instructor compensation" in Section XI.

CODE
A. University - College of Arts and Sciences
B. University - College of Education
C. University - Other
D. Community College
E. District
F. Other

Mathematics

A Source	B Number Of Instructors	C Avg. Compensation for 30 Hours
A	1	1,500
B	4	645
C		
D	1	645
E	5	645
F		

Science

A Source	B Number Of Instructors	C Avg. Compensation for 30 Hours
A	2	900
B		
C		
D	4	645
E	6	645
F	1	900

Foreign Language

A Source	B Number Of Instructors	C Avg. Compensation for 30 Hours
A		
B		
C		
D		
E		
F		

Computer Education

A Source	B Number Of Instructors	C Avg. Compensation for 30 Hours
A		
B	2	645
C		
D		
E	2	645
F		

SECTION VI

DATA BY INSTRUCTIONAL STRAND

This section will provide data on the type of courses (instructional strands) that were offered, their length, the number of persons involved and how many of them completed the entire course as well as successfully demonstrated mastery of at least 80% of the specific objectives. In addition, the data will include the total number of hours of participation of all those involved whether they completed the course successfully or not. The only time the total number of hours of participation will be equal to the number of participants multiplied by the hours of instruction will be when all participants attended every session.

MATHEMATICS

Title of Instructional Strand	Length of Strand in Hours	Number of Participants Completing	Number of Successful Participants	Total Number of Hours of Participation
Mathematics Standards of Excellence - Elementary	60	102	97	6,059.0
Probability and Statistics for Middle School Teachers	60	25	25	1,494.0
Probability and Statistics for High School Teachers	60	26	26	1,560.0
Using the Computer as an Instructional Tool (Middle Sch)	40	25	25	990.0
Using the Computer as an Instructional Tool (High School)	40	26	26	1,037.0
Problem Solving in Mathematics (Middle School)	20	25	20	490.5
Problem Solving in Mathematics (High School)	20	26	26	519.0
TOTAL				

SCIENCE

Title of Instructional Strand	Length of Strand in Hours	Number of Participants Completing	Number of Successful Participants	Total Number of Hours of Participation
Earth/Space Science for High School Science Teachers	60	23	23	1,362.0
Content and Techniques for Scientific Investigation (M.S.)	60	32	32	1,897.0
Content and Technique for Scientific Investigation (H.S.)	60	23	23	1,355.0
Earth Science for the Middle School Teacher	60	32	32	1,896.0
Science for the Elementary School Teacher	60	108	108	6,479.0
TOTAL				

SECTION VII

DISTRICT PARTICIPATION BY F.T.E.

A full time equivalent (F.T.E.) participant is a teacher who has participated in 30 hours of instruction. The number of F.T.E. participating in an activity is calculated by dividing the total number of hours of participation by 30 hours. This will be done for each instructional area by participant classification (school level).

Participant Classification	Instructional Areas							
	Mathematics	Science	Foreign Language	Computer Ed.	Alternative Ed.	English	Emot. Handicapped	TOTAL
High School	103.867	90.567	-	64.000	29.867	-	-	288.301
J.H./ M.S.	99.150	126.433	-	106.800	43.883	-	-	376.266
Elementary	201.967	215.967	-	-	64.000	-	62.000	543.934
TOTAL	404.984	432.967	-	170.800	137.750	-	62.000	1,208.501

SECTION VIII

DISTRICT PARTICIPATION BY INDIVIDUALS

Participant Classification	Instructional Areas							
	Mathematics	Science	Foreign Language	Computer Ed.	Alternative Ed.	English	Emot. Handicapped	TOTAL
High School	26	23	-	16	15	-	-	80
J.H./ M.S.	25	32	-	27	22	-	-	106
Elementary	102	108	-	-	32	-	31	273
TOTAL	153	163	-	43	69	-	31	459

SECTION IX

SUCCESSFUL PARTICIPANTS

A successful participant is one who has completed all of the required training activities and has successfully demonstrated increased competency as indicated by valid measures of performance as required by Section 231.608(1), F.S. on eighty percent of the specific objectives of the MIP component used for that instructional strand.

Participant Classification	Instructional Areas							
	Mathematics	Science	Foreign Language	Computer Ed.	Alternative Ed.	English	Emot. Handicapped	TOTAL
High School	26	23	-	16	15	-	-	80
J. H./ M. S.	20	32	-	27	22	-	0	101
Elementary	97	108	-	-	32	-	31	268
TOTAL	143	163	-	43	69	-	31	249

SECTION X

DISTRICT PARTICIPATION
BY TEACHERS WHO ARE TEACHING OUT OF FIELD

Participant Classification	Instructional Areas							
	Mathematics	Science	Foreign Language	Computer Ed.	Alternative Ed.	English	Emot. Handicapped	TOTAL
High School								
J. H./ M. S.								
Elementary								
TOTAL								

NONE

SECTION XI

PROGRAM EXPENDITURE BREAKOUT
ALL FUNDS FROM ALL FUND SOURCES

Expenditures	Instructional Areas							
	Mathematics	Science	Foreign Language	Computer Ed.	Alternative Ed.	English	Emot. Handicapped	TOTAL
A Participant Compensation	191,355	204,577	-	80,703	65,087	-	29,295	571,017
B Instructor Compensation	46,605	52,958	-	15,818	8,172	-	5,402	128,955
C Participant Travel and Per Diem	-	-	-	-	-	-	-	-
D Instructor Travel and Per Diem	600	600	-	-	-	-	-	1,200
E Inservice Training Materials	4,380	8,392	-	885	653	-	3,764	18,074
F Other Instructional Costs	-	-	-	-	-	-	-	-
G TOTAL	242,940	266,527	-	97,406	73,912	-	38,461	719,246

H PLANNING COSTS	
Item	Cost
Administration	29,737
Clerical	17,875
General Supplies	12,802
Total Planning Costs -- Will Not Exceed 5% of Entitlement	60,414
I GRAND TOTAL	779,660

SECTION XII

PROGRAM EXPANSION FUNDS

The purpose of this section is to identify the source and amount of all funds utilized in planning, conducting and evaluating the district Summer Inservice Institute Program.

A	The amount shown as a Grand Total (Item I) in Section XI.	$779,660
B	Of the Grand Total (Item A above), indicate the amount of Summer Inservice Institute funds expended.	724,653
C	Other funds: Item A minus Item B.	55,007
	Of this amount, indicate the fund sources and dollars coming from each fund source.	

SOURCE	AMOUNT
General Fund	55,007
Total*	

D	Symposium Travel (if not included in Item B).**	3,857

NAME OF PARTICIPANT	POSITION
Carswell, James Stull, Donna	Summer Institute Director Science Curriculum Spec.
Greer, Geri Wantuck, Larry	Mathematics Curriculum Spec. Mathematics Supervisor
Shannon, James Bloom, Bonnie	Computer Supervisor Computer Curriculum Spec.
Schepis, Nick Thomas, Mark	Computer Curriculum Spec. Alternative Ed. Supervisor
Aucamp, Diane	Director, Human Resource Development
Funds needed for travel and per diem for above.***	3,857

E	Total Summer Inservice Institute Funds Expended**** (Item B plus D).	$728,510

*Equals Item C.
**Include this amount under object code 330 on the FA-399 (Section XIII).
***Equals Item D.
****This Total (Item E) should be the figure identified as the total expended in Section XIII.

SECTION XIII

EXPENDITURES BY OBJECT CODE
SUMMER INSERVICE INSTITUTE FUNDS ONLY
FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND EXPENDITURE REPORT

☐ Budget ☐ Interim Report ☒ Final Report

(A) District/Agency Name: BROWARD
(B) Program Name:
(C) Effective Approval Date:
(D) Termination Date: 10/30/86

(E) District/Agency Number: 06
(F) Program Number:
(G) Project Number:
(H) Total Project Dollars: $728,510

(1) Account or Func No	(2) Account or Object No	(3) Name of Account	(4) Budget Amount	(5) Total Expended to Date As of 10/30/86	(6) Unexpended Balance	(7) Current Expenditure Reported
6400	100	SALARIES	$559,373	$559,373		$559,373
6400	200	FRINGE	145,437	145,437		145,437
6400	310	CONSULTANT	23,700	23,700		23,700
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	$728,510	$728,510		$728,510
		(9) REIMBURSEMENT PERCENT	100 %	100 %	%	100 %
* FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11)		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: (Complete on last page only)
I hereby certify that I have reviewed this budget summary/expenditure report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as an expenditure report, all expenditures were obligated for after the project approval date and prior to the termination date, have not been reported previously, and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Rev 08/10/85

Report Number ____
Page ___ of ___

Certified Correct _____
Finance Officer or Authorized Representative

Date / /

DOE USE
Audited by: _____
Date: / /

79

88

89

SECTION XIV

EVALUATION PROCEDURES AND DATA

Included in this section will be inservice activity and activity impact evaluation procedures and other data as required by SBE Rule 6A3.76, s.231.608 F.S. and s.231.613 F.S. The tentative procedures to accomplish this were described in your district inservice institute plan. The finalized procedures that were used and the data will address, but not be limited to, a description of the procedures and the data utilized to determine successful participation in an instructional component. Include procedures and data used in determining those participants who demonstrated increased competency on eighty percent of the specific objectives of a component.

Please include the results of the evaluation procedures which will consist of a consolidation and analyses of the data as well as any conclusions that may have been drawn from these.

Also include in this section a description and data for any other type of evaluation that was done, is being done, or is planned.

Attach supporting documents:

SUMMER INSTITUTE COMPONENTS

Standards for Participant Certification

Each participant shall successfully demonstrate increased competence on 80% of the specific objectives as indicated by valid measures of performance.

Valid measures of performance may include:

A. At least 50% correct responses to the test items keyed to the objective.

B. Successful classroom observable behavior as demonstrated by

1) discussion

2) laboratory activity

3) individualized participant - instructor interaction

Broward County Summer Institute

1986

EVALUATION REPORT

I. Evaluation of the Teacher Participants

   a. A Description of the Data

   b. The Results

II. Evaluation of the Institute Instructors

I. The Evaluation of the Teacher Participants

a. Description of the Data

Examples of the data that were collected and analyzed are included in this section.

1. The Classroom Roster

The classroom roster for Exceptional Student Education (ESE) is included on page 2. A computer generated roster was provided for each class.

2. Classroom Profile Report

A sample classroom profile report (ESE) is provided on pages 3-6. A (Y) indicates mastery of the objective. A (1) indicates non-mastery on the first try (pre-test). A (2) indicates non-mastery on the second try (post-test).

3. Student Objective Report

The student objective report for Exceptional Student Education appears on pages 7-8. It reports a student's status on each objective, provides the reader with a description of the objective and indicates the student's percentage (%) of mastery at the end of the report.

4. Classroom Progress Chart

The classroom progress chart indicates the percentage of students who have mastered each objective. The example on pages 9-10 indicates what percentage of the students in Exceptional Student Education have mastered each of the twenty (20) objectives.

b. The Results

Table I, on page 11, presents the data that confirms that 90%+ of the institute participants mastered 80% of the objectives.

Table I

Broward Summer Institute

Percentage of Participants who Mastered 80% of the Institute Objectives

Class	Objectives	80%	Participants who Mastered 80%		
			Pre%	Post%	# of Participants
Alternative Educ. 1	29	23	18%	100%	22/22
Alternative Educ. 2	29	23	0%	100%	37/37
Elem. Math	16	13	7%	72%	33/46
Elem. Science	20	16	0%	92%	48/52
H. S. Science	16	13	NA	100%	23/23
M. S. Math	8	6	4%	92%	23/25
H.S. Math	12	10	0%	69%	18/26
M.S. Computer	7	6	NA	100%	27/27
ESE	20	16	0%	97%	31/32

Totals - 262/290 = 90.3%

Participants who mastered 80% of the objectives

II. Evaluation of the Institute Instructors

At the conclusion of the Summer Institute, the participants responded to the evaluation questionnaire on pages 13 and 14.

The results of the questionnaire are included on pages 15 and 16. The table on page 15 contains the data for Elementary Math and Science, Alternative Education, Exceptional Student Education, Middle School Computers and High School Computers. The table on page 16 contains the data for Math and Science in the Middle and High School.

Since there were two sessions (2 weeks each) in Elementary and Alternative Education, the headings for those classes are designated by a 1 or a 2, indicating first or second session.

In the Middle and High School areas, a decision was made to evaluate the institute instructors separately. thus, there is a code to be observed when reading the table:

LE	- Lecture	LB	- Lab
CP	- Computer	PS	- Problem Solving

BROWARD COUNTY SCHOOLS

Summer Institute - 1986

Institute Evaluation

Using the scale below, indicate your response to each of the following by marking the correct letter on the answer sheet. Please make comments on this document.

A Strongly Agree	B Agree	C Undecided	D Disagree	E Strongly Disagree

1. The Summer Institute sessions provided an opportunity for me to acquire new knowledge and skills.

   Comments:

2. The content of the Summer Institute was applicable to my role as a teacher in Broward County.

   Comments:

3. The Summer Institute provided a variety of activities relevant to my needs as a teacher in Broward County.

   Comments:

4. The "Rigor," mandated by the Florida Legislature, was clearly in evidence in the Broward County Institute.

   Comments:

5. The Institute instructors were well versed in the content that was presented.

   Comments:

6. The Institute instructors' presentations were well organized.

   Comments:

7. The Institute instructors' presentations were effective.

   Comments:

CONTINUED NEXT PAGE

8. The Summer Institute was satisfactory in terms of location, facilities, and time schedule.

   Comments:

9. The necessary supplies and materials were readily available in the Summer Institute.

   Comments:

10. A spirit of collaboration was clearly evident within the staff of the Summer Institute.

    Comments:

BROWARD COUNTY SUMMER INSTITUTE - 1986

INSTITUTE EVALUATION - TEACHER PARTICIPANTS

Mean Ratings

ITEM	H.S. SCI-LE	H.S. SCI-CP	H.S. SCI-LB	M.S. SCI-LE	M.S. SCI-CP	M.S. SCI-LB	H.S. MA-LE	H.S. MA-CP	H.S. MA-PS	M.S. MA-LE	M.S. MA-CP	M.S. M-PS	$\bar{X}$	Rank
1 (Knowledge and Skills)	2.70	1.30	1.04	1.00	1.26	1.13	1.23	1.50	2.73	1.24	1.20	2.72	1.59	2
2 (Applicable Content)	3.35	1.57	1.00	1.06	1.48	1.26	1.50	1.77	3.08	1.80	1.36	2.96	1.85	8
3 (Relevant Activities)	3.43	1.35	1.00	1.00	1.39	1.10	1.58	1.92	3.12	1.40	1.36	2.88	1.79	7
4 (Rigor)	2.74	1.52	1.08	1.19	1.55	1.19	1.58	1.96	3.50	1.72	1.76	2.92	1.89	10
5 (Instructors-Content)	2.78	1.22	1.00	1.10	1.42	1.06	1.23	1.77	2.38	1.16	1.36	2.28	1.47	1
6 (Presentations-Organization)	4.09	1.30	1.04	1.06	2.00	1.10	1.12	1.88	3.42	1.20	1.40	2.72	1.86	9
7 (Presentations-Effectiveness)	3.74	1.43	1.00	1.00	1.94	1.10	1.23	2.00	3.46	1.32	1.44	3.24	1.74	6
8 (Location, etc.)	2.00	1.96	1.29	1.19	1.30	1.23	2.04	2.04	2.31	1.56	1.64	2.12	1.72	4
9 (Supplies, etc.)	2.43	2.65	1.08	1.00	1.60	1.10	1.24	2.60	2.00	1.24	1.80	1.96	1.73	5
10 (Collaboration)	3.04	1.39	1.04	1.00	1.40	1.10	1.28	1.72	2.54	1.28	1.32	2.32	1.62	3
$\bar{X}$ (Overall)	3.03	1.57	1.06	1.06	1.53	1.14	1.40	1.91	2.85	1.39	1.46	2.61		

Rating Scale: 1-Strongly agree 2-Agree 3-Undecided 4- Disagree 5-Strongly Disagree

BROWARD COUNTY SUMMER INSTITUTE - 1986

INSTITUTE EVALUATION - TEACHER PARTICIPANTS

Mean Ratings

Item	Elem. Math 1	Elem. Math 2	Elem. Sci 1	Elem. Sci 2	Alt. Ed 1	Alt. Ed 2	ESE	Middle Comp.	H. S. Comp.	$\bar{X}$	Rank
1 (Knowledge and Skills)	1.16	1.15	1.22	1.14	1.19	1.22	1.00	1.11	1.12	1.15	- 2
2 (Applicable Content)	1.44	1.42	1.68	1.37	1.19	1.43	1.03	1.41	1.44	1.38	- 9
3 (Relevant Activities)	1.28	1.32	1.54	1.39	1.26	1.49	1.06	1.27	1.31	1.32	- 8
4 (Rigor)	1.05	1.13	1.36	1.44	1.45	1.51	1.03	1.21	1.44	1.29	- 7
5 (Instructors-Content)	1.16	1.00	1.06	1.12	1.13	1.32	1.09	1.07	1.19	1.13	- 1
6 (Presentations-Organization)	1.09	1.06	1.28	1.49	1.16	1.22	1.24	1.07	1.12	1.19	- 4
7 (Presentations-Effectiveness)	1.14	1.10	1.18	1.44	1.16	1.32	1.06	1.11	1.31	1.20	- 5
8 (Location, etc.)	1.93	1.72	1.51	1.43	1.54	2.15	1.85	1.63	1.62	1.71	- 10
9 (Supplies, etc.)	1.07	1.28	1.12	1.21	1.37	1.26	1.03	1.44	1.25	1.23	- 6
10 (Collaboration)	1.05	1.12	1.14	1.30	1.19	1.41	1.00	1.07	1.19	1.16	- 3
Overall $\bar{X}$	1.24	1.23	1.31	1.33	1.26	1.43	1.14	1.24	1.30		

Rating Scale: 1-strongly agree 2-Agree 3-Undecided 4-Disagree 5-Strongly disagree

EXCEPTIONAL

STUDENT

EDUCATION

(ESE)

"An Example of Cooperation"

ESE - 1986

E.H. SUMMER INSTITUTE

WHO: Teachers of Elementary
Emotionally Handicapped Students

WHAT: 60 hours of inservice training
plus a stipend of $12.50 per hour

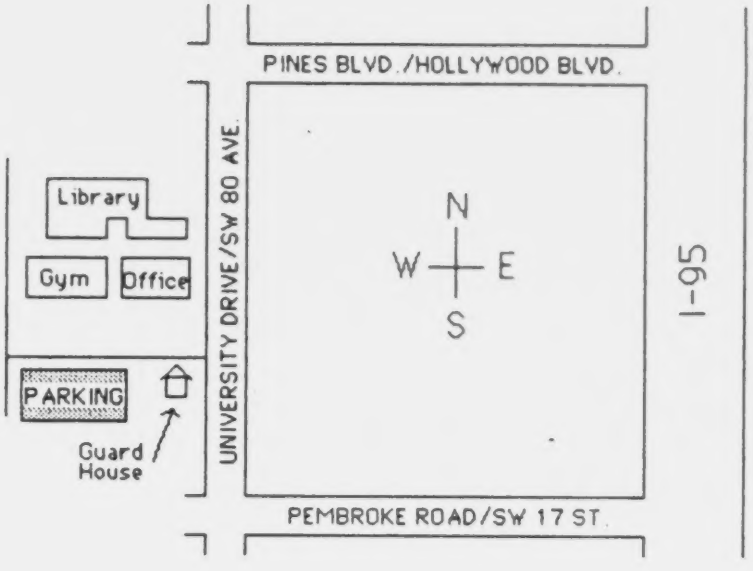
July 8 - 10	8:00 a.m.	-	2:30 p.m.
July 11	12:00 p.m.	-	6:00 p.m.
July 12	8:00 a.m.	-	1:30 p.m.
July 13	8:00 a.m.	-	12:00 p.m.
July 14 - 17	8:00 a.m.	-	2:30 p.m.
July 18	8:00 a.m.	-	11:00 a.m.

WHERE: South Florida State Exceptional Student Center
Meet in the Library
1000 S.W. 84th Avenue
Hollywood (765-6623)
(Map on reverse side)

The Quest Center, **July 12-13 only**
(Map furnished at the institute)

P.S. Remember to bring your lunch.

South Florida State Exceptional Student Center



EH SUMMER INSTITUTE
July 8 - 18, 1986

A G E N D A

DATE	TOPIC	TIME	INSTRUCTOR
July 8	Behavior Management	Morning	Echo Heyer, FDLRS
	Teacher Competencies	Afternoon	Dianne Gordon, Certification/Incentives
July 9	Teacher Competencies	Morning	Carrie Sedinger, Beginning Teacher Program
	Behavior Management	Afternoon	Kathy DiBona, Central Area ESE
July 10	Social Skills	All Day	Gary Adams, Florida Atlantic University
July 11	Conflict Resolutions	Morning	Bill Roach, FDLRS Kathy DiBona, Central Area ESE Harry Irvine, Guidance Program Loretta Liljestrand, Guidance Program
	Teacher Competencies	Afternoon	Bill Roach, FDLRS
	Crisis Prevention	Afternoon	Bruce Wagar, The Quest
July 12	Crisis Prevention	All Day	Bruce Wagar, The Quest
July 13	Crisis Prevention	All Day	Bruce Wagar, The Quest
July 14	Behavior Management	All Day	Gary Adams, Florida Atlantic University
July 15	Behavior Management	All Day	Gary Adams, Florida Atlantic University
July 16	Diagnostic Profiles	Morning	Sandy Strandhagen, S.F.S.E.S.C. Linda Witte, S.F.S.E.S.C.
	Affective Education	Afternoon	Debra Finkelstein, Peer Counseling Program Loretta Liljestrand, Guidance Program
July 17	Social Skills	All Day	Ellen McGinnis, University of Iowa
July 18	Parent Effectiveness	Morning	Echo Heyer, FDLRS

EHSI 6/27/86
AM/vl

EH SUMMER INSTITUTE
July 8 - 18, 1986

Materials List

Materials will be provided to each participant for inclusion in the school's professional library.

1. Achenbach Child Behavior Checklists and Profiles
2. Assertive Discipline for Parents
3. Corben Series/CLASS Program of Behavior Management
4. Crisis Prevention Institute Packet
5. Getting Along With Others
6. Parent Conference Book
7. Skillstreaming the Elementary School Child
8. The Solution Book: A Guide to Classroom Discipline
9. Walker Social Skills/ACCEPTS Curriculum Guide
10. Various other packets of duplicated materials

SECTION - D

PROGRAM BUDGET BREAKOUT

INSTRUCTIONAL AREA - EMOTIONALLY HANDICAPPED

Program Area	Budget
Participant Compensation	$23,475.00
Instructor Compensation*	$ 5,013.00
Participant and Per Diem	none
Instructor Travel and Per Diem **	none
Inservice Training Materials (Itemize)	
ACCEPTS Curriculum Guide	$ 984.50
Assertive Discipline for Parents Parents Conference Book	481.42
Auchenbach Behavior Checklists and Profiles	1,320.00
CLASS Program of Behavior Management	683.10
Crisis Prevention Institute Packets	295.00
Subtotal Training Materials	$3,764.02
TOTAL	$32,252.02

* "In columns C, F and G of subsection C"

** "In columns D and E of subsection C"

SECTION - D

Program Budget Breakout

Instructional Area - Emotionally Handicapped Students

1. Participant Compensation = $23,475.00

   A. 31 teachers @ $12.50 an hour X 60 hours = $23,250.00

   B. 2 teachers (SPSESC) @ $12.50 an hour X 9 hours (Saturday and Sunday) = $225.00

2. Instructor Compensation = $5,013.00

   A. Category C = $2,462.50

   B. Category F = $2,121.50

   C. Category G = $ 430.00

3. Per Diem - none (FDLRS pays this amount)

4. Travel - none (FDLRS pays this amount)

5. Materials = $3,764.02

   A. 5 orders paid for by SII = $3,764.02

   B. 3 additional orders paid for by FDLRS = $3,672.58

   C. Total of all orders = $7,436.60

Summer Institute: An Opportunity For Growth

The following life changing testimonies are a result of the first Exceptional Student Education Summer Institute program held for thirty-three teachers of elementary emotionally handicapped and severely emotionally disturbed students. Eleven consecutive days of rigorous content and process training was provided in the following areas: Teacher competencies, social skills, affective education, parent effectiveness, diagnostic profiles, classroom management, and crisis prevention techniques. The teachers received sixty hours of intensive inservice training, earned a stipend of $12.50 per hour, and had the opportunity to tour the facilities at South Florida State Exceptional Student Center and The Quest.

- "The Summer Institute Changed my life. I have been teaching special education for fourteen years and I was totally "burned out." I was going to quit teaching and accept a better paying offer. During those two weeks I not only learned a lot, but I began to experience that old feeling of love towards my work. It was the best experience of my career."

  — Margee Power
  Royal Palm Elementary

- "After fifteen years of teaching emotionally handicapped kids, I've been given my second wind. The Summer Institute was like a breath of fresh air."

  — Wendy Finnerty
  Dania Elementary

- "The instructors and facilitators renewed my interest and enthusiasm for the coming year. I use the social skills training as a regular part of my curriculum. I also use many of the affective activities and behavioral techniques. The difference it has made is invaluable."

  — Merrill Levine
  Coral Springs Elementary

Each participant received $170.00 worth of curriculum materials for inclusion in their school's professional library. The fourteen instructors used these texts, packets, and notebooks to outline a step-by-step approach to solving everyday classroom behavior problems, a formula for dealing with parents, and personal indepth measurement of the teacher's classroom performance. Dr. Gary Adams (FAU) and Dr. Ellen McGinnis (University of Wisconsin) stressed the importance and benefits of teaching social effectiveness skills to elementary students. Crisis Prevention Institute (CPI) training was another popular twelve-hour seminar taught by Bruce Wagar, Human Resource Development. All of the instructors generated a great deal of enthusiasm and knowledge that the participants have carried back to their classroom and faculties.

- "Intensive training, such as the Summer Institute, is essential if we are to continue to maintain quality and high standards among our Exceptional Student Educators. Not only do we need to be updated on current developments in the field, but it is also essential that we receive practical, proven techniques applicable to emotionally handicapped students both in special classes and in the mainstream. Both of these criteria were met during the Summer Institute."

  — Janice Wloch
  Program Specialist
  South Area

- "All the instructors were extremely motivating. They were knowledgeable on the topics they presented and gave me creative ideas for use in the classroom."

  — Victoria Vaccarino
  South Florida State
  Exceptional Student Center

The fellowship formed last July among The Summer Institute participants continues the EH NETWORKING meetings held in September and October. Four more of these after school inservice workshops are planned for the remainder of the school year. Guest speakers will share selected topics at these meetings hosted by the teachers. Any elementary teacher who works with emotionally handicapped students is invited to come and share ideas and experiences as well as gain new insight and knowledge. For further information contact Sally Creswell, Curriculum Supervisor, Emotionally Handicapped Program, at 786-7725.

Participants Practicing Crisis Intervention Techniques

exceptional student newsletter

FLORIDA'S GUIDE TO EXCELLENCE IN SPECIAL EDUCATION

The Nation's Largest Fully *Accredited School System*

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Fay Clark, Director
Exceptional Student Education
1400 Northeast 6 Street
Pompano Beach, Florida 33060
(305) 786-7709/7710

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Chairperson
Lori Nance Parrish
Vice Chairperson
Jan R. Cummings
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Eileen S. Schwartz
Toni J. Siskin
William J. Leary, Ed.D.
Superintendent

March 3, 1987

TO: 1986 Summer Institute Participants

FROM: Sally Creswell, Curriculum Supervisor
Emotionally Handicapped Program

RE: Materials Survey

Each teacher who attended the July 8-18, 1986, Summer Institute for elementary teachers of emotionally handicapped students is asked to complete the attached Materials Survey.

Your imput concerning your use or non-use of the materials distributed and demonstrated during the Institute is appreciated.

Please rate each item in relation to the impact it has had within your classroom.

QUANTITY refers to the number of times you have used the material.

QUALITY refers to your evaluation of the effectiveness of the material with EH students.

SC/AM/cbs
Attachment

cc: Fay Clark, Director
Exceptional Student Education
Joyce Ferguson, Acting Coordinator
Florida Diagnostic and Learning Resources System

Equal Opportunity Employer, Using Affirmative Action Guidelines

Name _____
Location _____
Date _____

MATERIALS SURVEY

DIRECTIONS: CIRCLE ONE RESPONSE FOR EACH ITEM.

1. Assertive Discipline for Parents

Quantity:	Quality:
1. never	1. not applicable
2. rarely	2. 1/3 is useful
3. monthly	3. 2/3 is useful
4. weekly	4. everything is useful
5. daily	5. everything is excellent

2. Parent Conference Book

Quantity:	Quality:
1. never	1. not applicable
2. rarely	2. 1/3 is useful
3. monthly	3. 2/3 is useful
4. weekly	4. everything is useful
5. daily	5. everything is excellent

3. Class Materials Packet

Quantity:	Quality:
1. never	1. not applicable
2. rarely	2. 1/3 is useful
3. monthly	3. 2/3 is useful
4. weekly	4. everything is useful
5. daily	5. everything is excellent

4. The Walker Social Skills Curriculum: The ACCEPTS Program

Quantity:	Quality:
1. never	1. not applicable
2. rarely	2. 1/3 is useful
3. monthly	3. 2/3 is useful
4. weekly	4. everything is useful
5. daily	5. everything is excellent

5. Getting Along With Others: Skill Lessons

Quantity:	Quality:
1. never	1. not applicable
2. rarely	2. 1/3 is useful
3. monthly	3. 2/3 is useful
4. weekly	4. everything is useful
5. daily	5. everything is excellent

Materials Survey
EH Summer Institute

6. Skillstreaming the Elementary School Child

Quantity:	Quality:
1. never	1. not applicable
2. rarely	2. 1/3 is useful
3. monthly	3. 2/3 is useful
4. weekly	4. everything is useful
5. daily	5. everything is excellent

7. The Solution Book

Quantity:	Quality:
1. never	1. not applicable
2. rarely	2. 1/3 is useful
3. monthly	3. 2/3 is useful
4. weekly	4. everything is useful
5. daily	5. everything is excellent

8. Knowledge Base Domains

Quantity:	Quality:
1. never	1. not applicable
2. rarely	2. 1/3 is useful
3. monthly	3. 2/3 is useful
4. weekly	4. everything is useful
5. daily	5. everything is excellent

9. Crisis Prevention Institute

Quantity:	Quality:
1. never	1. not applicable
2. rarely	2. 1/3 is useful
3. monthly	3. 2/3 is useful
4. weekly	4. everything is useful
5. daily	5. everything is excellent

10. EH Summer Institute Notebook

Quantity:	Quality:
1. never	1. not applicable
2. rarely	2. 1/3 is useful
3. monthly	3. 2/3 is useful
4. weekly	4. everything is useful
5. daily	5. everything is excellent

If you would like to make comments about any of the materials please do so on the back of this page.

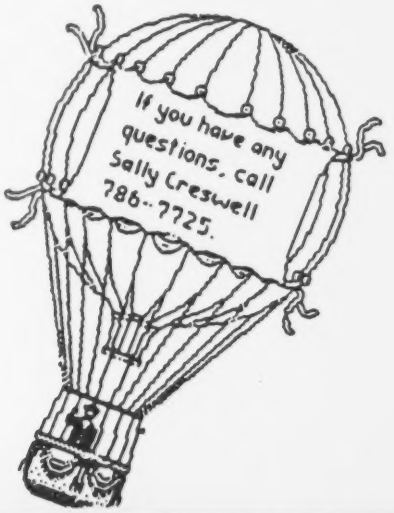
111

The Emotionally Handicapped Summer Institute teachers invite all elementary teachers of Emotionally Handicapped students to a meeting:

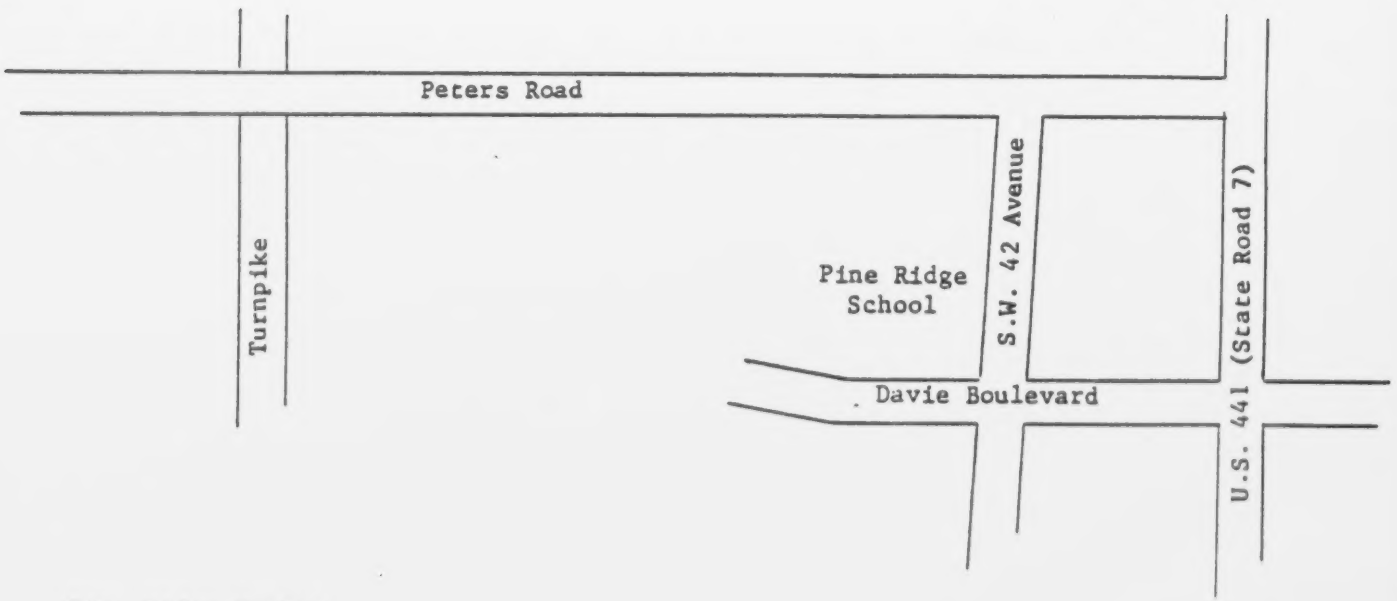
September 30, 1986
3:00 PM - 5:00 PM
Pine Ridge School Cafeteria*
1251 S.W. 42 Avenue
Ft. Lauderdale, Florida

AGENDA

3:00 - 3:30	Refreshments
3:30 - 4:15	Alternatives for behaviorally disruptive students.
4:15 - 5:00	Set topics and dates for future meetings. (November, February, May were suggested)
	Develop a list of teachers who will share classroom ideas with other teachers by allowing visits. (A TDA for professional growth.)
	Description and ordering information for summer institute materials.



*map on back



Pine Ridge Center
1251 Southwest 42 Avenue
Fort Lauderdale 33317
765-6854

EMOTIONALLY HANDICAPPED NETWORK

AND

SUMMER INSTITUTE MEETING

September 30, 1986

Pre-test/Post-test

Name:_____

List three methods of preventing behaviorally disruptive students from acting out in your classroom.

1._____

2._____

3._____

List three methods of de-escalating acting out behavior once it has occurred in your classroom.

4._____

5._____

6._____

List three of the Summer Institute materials that provide methods of dealing with behaviorally disruptive students in your classroom.

7._____

8._____

9._____

Based on the quality of information you received today, would you attend the next EH/SED NETWORKING MEETING?

10. Yes_____ No_____

1986 EMOTIONALLY HANDICAPPED SUMMER INSTITUTE

EFFECTIVENESS SURVEY

Please complete this survey if you attended the July 8-18, 1986 Emotionally Handicapped Summer Institute.

1. Briefly describe ways in which the materials you received have enriched your teaching techniques.

2. Briefly describe ways in which the instructors enhanced your degree of commitment to the teaching profession.

3. Briefly list any other comments you have concerning the Summer Institute.

4. The above comments can be used in whole or part in the November FDLRS Newsletter and/or the 1987 ESE Summer Institute School Board proposal.

Yes_____ No_____

Name_____

Location_____

Date_____

The Nation's Largest Fully *Accredited School System*

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Fay Clark, Director
Exceptional Student Education
1400 Northeast 6 Street
Pompano Beach, Florida 33060
(305) 786-7709/7710

Chairperson
Jan R. Cummings
Vice Chairperson
Neil Sterling
Thomas A. Evans
Marie H. Harrington
Lori Nance Parrish
Donald J. Samuels
Toni J. Siskin
Superintendent
William J. Leary, Ed.D.

October 17, 1986

TO: Elementary Teachers of Emotionally Handicapped Students

FROM: Sally Creswell, SC Curriculum Supervisor
Emotionally Handicapped Program

Anne Mateer, a.m. Teacher on Task Assignment
Exceptional Student Education

RE: EMOTIONALLY HANDICAPPED NETWORKING MEETING

You are invited to attend the next Emotionally Handicapped Networking Meeting on Tuesday, October 28, 1986 at the Pine Ridge Center Cafeteria from 3:00 - 5:00 p.m. All elementary special education teachers who work with emotionally handicapped and severely emotionally disturbed students are invited to come and hear Echo Heyer, Program Specialist for HATCH workshops, speak on Affective Ideas and Techniques. Refer to the attached announcement for additional details, agenda and map.

The first E.H. Networking and Summer Institute reunion meeting was held at Pine Ridge on September 30. Twenty elementary teachers and other interested area and district Exceptional Student Education personnel attended this first of a six part series of inservice support meetings.

Sally Creswell introduced the eight new video tapes and curriculum to accompany The Solution Book which was distributed in July during the Summer Institute. The Solutions to Educational Discipline Problems tapes and notebook are being reviewed for possible inclusion at FDLRS. Information was distributed about ordering additional copies of the materials used at the Institute.

Bill Roach announced the November 7 workshop that will be offered to aides working in the elementary emotionally handicapped classrooms of teachers who attended the Summer Institute. This workshop, HOW TO MAKE YOU FEEL IMPORTANT IN THE SCHEME OF THINGS, will be the first of a three part series that trains aides in behavior management, counseling, and interaction and crisis prevention techniques. Frank Lipcomb of Morrow Elementary shared about the benefits of having a well trained Varying Exceptionalities aide at his school.

Equal Opportunity Employer, Using Affirmative Action Guidelines

The Summer Institute participants were relived to see that Chuck Laster of Village Elementary has recovered from the automobile accident that occurred as he was leaving the final day of the Institute. He survived two broken ribs and three days of hospital care.

The featured speaker was Dr. Sheri Roth, psychologist at South Florida State Exceptional Student Center, who serves as a consultant on alternatives for behaviorally disruptive students. Suggested ways of decreasing the frequency of acting out behavior were discussed.

(1) Time out space within the classroom used without negative connotations. Dania Elementary and SFSESC are examples of such a facility.

(2) After school make up period when the student is not allowed to leave until classwork is completed or time has been served.

(3) Positive reinforcement time blocks when the student is given a reward for good behavior that occurs during a specific time period. Reinforce the saying, "Being Good Pays Off."

(4) Affirm the positive behavior of students who are not acting out when one individual chooses to behave otherwise.

(5) Ignore inappropriate behavior, when possible.

(6) Use of humor by the teacher to de-escalate the situation.

(7) Individual or group problem solving meeting with the teacher that allows the student to become a part of the solution.

(8) Contracting agreement between the student and the teacher that states expectations and consequences.

(9) Assertive Discipline techniques with modifications for SED students.

(10) As a last resort, call the Crisis Prevention Intervention (CPI) team in your school.

Topics selected for possible inclusion in the remaining five workshops are; affective education and stress management techniques, bus management plan, methods of increasing administrative support of ESE,

use of movie videos as part of a reward system, neurolingistic programming (NLD), and the legal aspect of using crisis prevention techniques (CPI) within the classroom.

AM/vl
attachment

cc: Elementary Principals
Nicholas A. Fischer, Associate Superintendent
Instruction/Program Services
Fay Clark, Director, Exceptional Student Education
All ESE Staff

SEARCH AND FIND

AFFECTIVE IDEAS AND

TECHNIQUES

DEVELOPING SOCIAL SKILLS

PROBLEM SOLVING TECHNIQUES

SELF EXPRESSION IN MUSIC

EXPRESSING OPENNESS AND TRUST

PEER PRESSURE SITUATIONS

RELATING TO PEERS

The Emotionally Handicapped Summer Institute participants invite all elementary teachers of emotionally handicapped students to the second inservice EMOTIONALLY HANDICAPPED NETWORKING meeting.

October 28, 1986

3:00 PM - 5:00 PM

Pine Ridge Center Cafeteria*

Hostess: Merrill Levine, Coral Springs Elementary

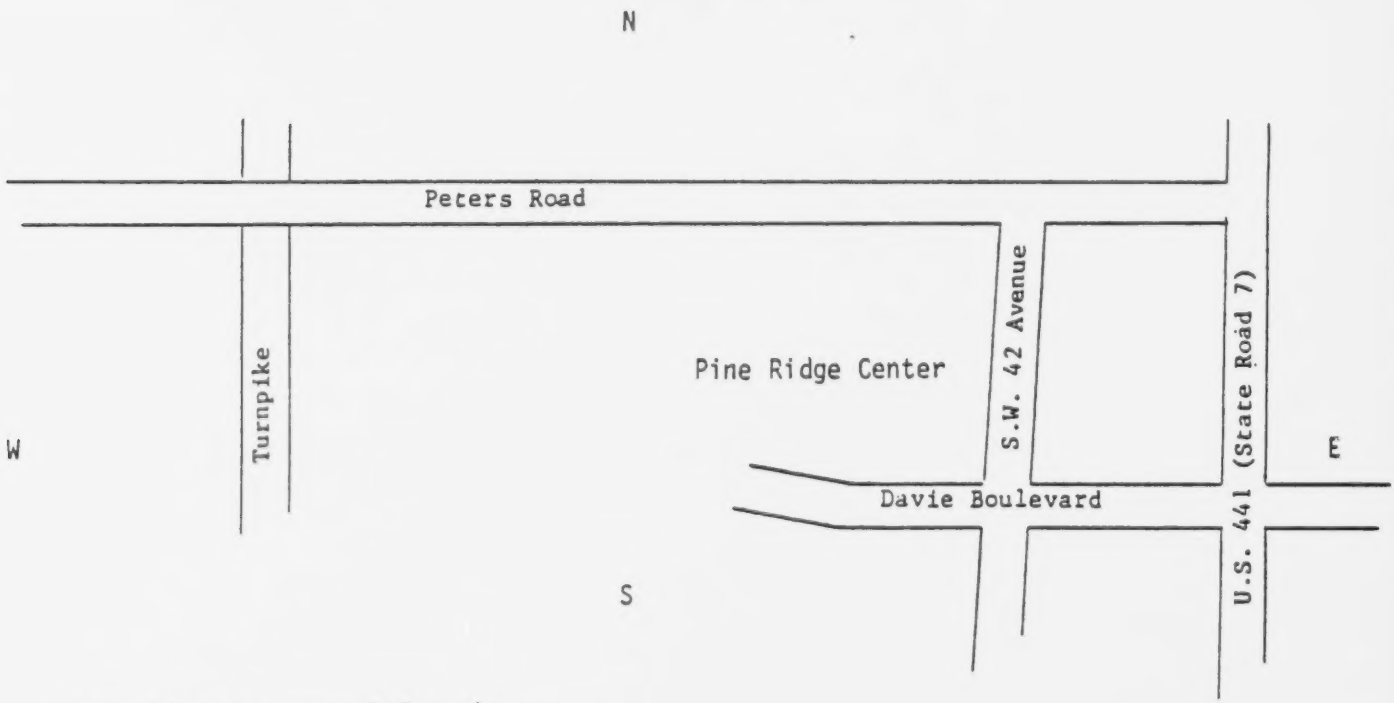
Call Sally Creswell, Curriculum Supervisor, Emotionally Handicapped Program, 786-7725, if you have any questions.

*map and agenda on back

Advanced registration not necessary.

AGENDA

3:00 - 3:30	Refreshments and fellowship. Browse through the affective materials available at FDLRS.
3:30 - 3:45	Select date, location, topic and host/hostess of next meeting.
3:45 - 5:00	Affective Ideas and Techniques Echo Heyer, EH Program Specialist, FDLRS (also known as "HATCH Mommy")



Pine Ridge Center - Cafeteria
1251 Southwest 42 Avenue
Fort Lauderdale 33317
765-6854

WHAT: A HOLIDAY DINNER and NETWORKING MEETING

WHEN: DECEMBER 4, 1986
6:00 to 8:00 PM

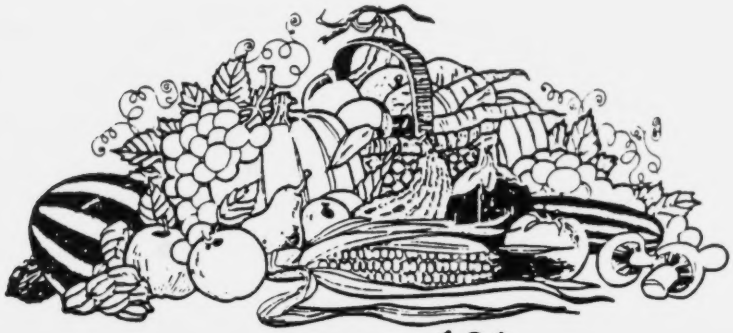
WHERE: Stuart Lenoff's home
4829 N. W. 96th Terrace
Sunrise, Fl. 33321
748-5214 (map on back)

HOW: Please bring $5.00 for a holiday dinner prepared by the Lenoff's

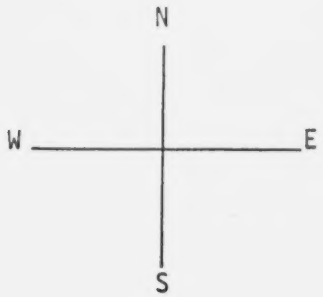
WHY:
a) FOR INFORMATION REGARDING FACILITATING STUDENT GROUP MEETINGS.
b) FOR FUN!!!

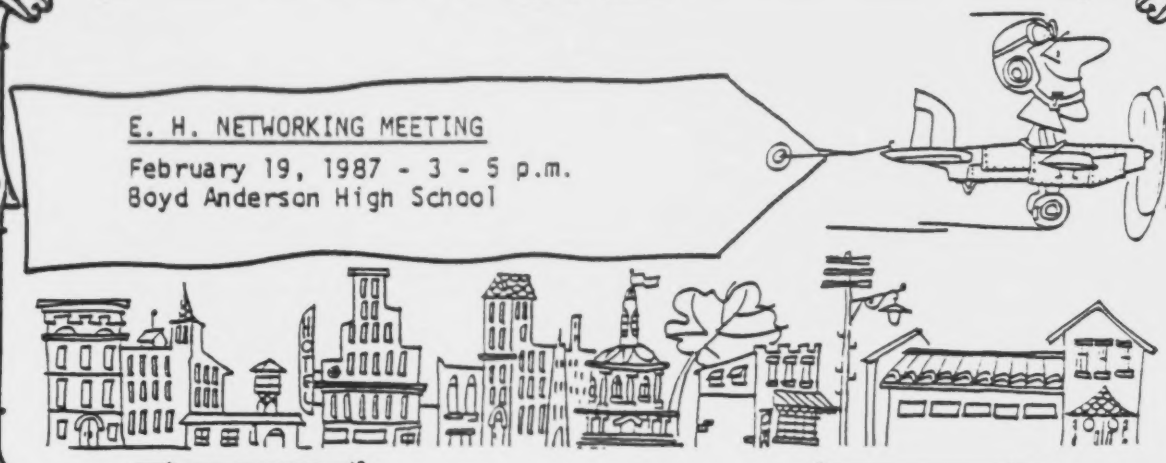
FOR: SUMMER INSTITUTE PARTICIPANTS AND INTERESTED OTHERS

Please call 786-7725 by DECEMBER 1, 1986 to confirm your attendance.



4829 N. W. 96 Terrace
Sunrise, Fl.
748-5214





E. H. NETWORKING MEETING

February 19, 1987 - 3 - 5 p.m.
Boyd Anderson High School

Join the 1986 Summer Institute participants for the next E. H. NETWORKING MEETING to be held in the library at Boyd Anderson High School (map on back), on February 19, 1987 from 3:00 p.m. to 5:00 p.m.

All elementary teachers who work with emotionally handicapped students are invited to attend.

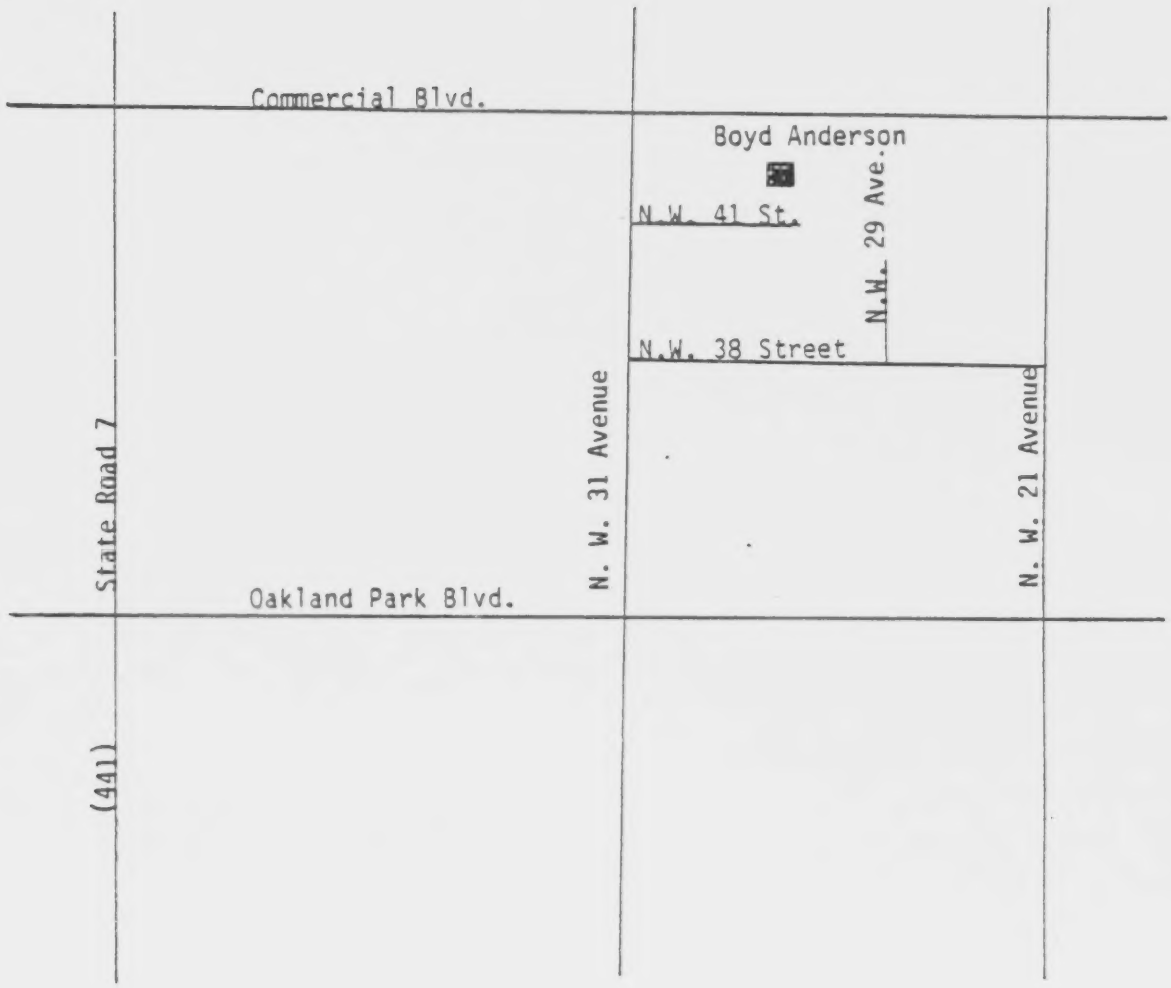
DR. STEVE LINVILLE will discuss NEUROLINGUISTIC PROGRAMMING and how you can adapt it to the needs of your students. An informal question and answer session will follow.

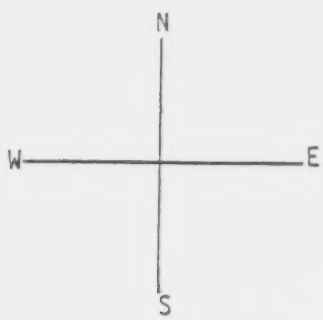
Come and learn about the current status of the 1987 Summer Institute for Varying Exceptionalities (VE) teachers.

If you have questions, call Sally Creswell, Curriculum Supervisor, Emotionally Handicapped Program at 786-7725.

123

3050 N.W. 41 Street
Lauderdale Lakes
735-0500





EH NETWORKING MEETING
June 11, 1987
3:30 - 5:30 P.M.

Attend a Nonviolent Crisis Intervention (C.P.I.) review session for 1986 Summer Institute participants and other interested teachers of emotionally handicapped students.

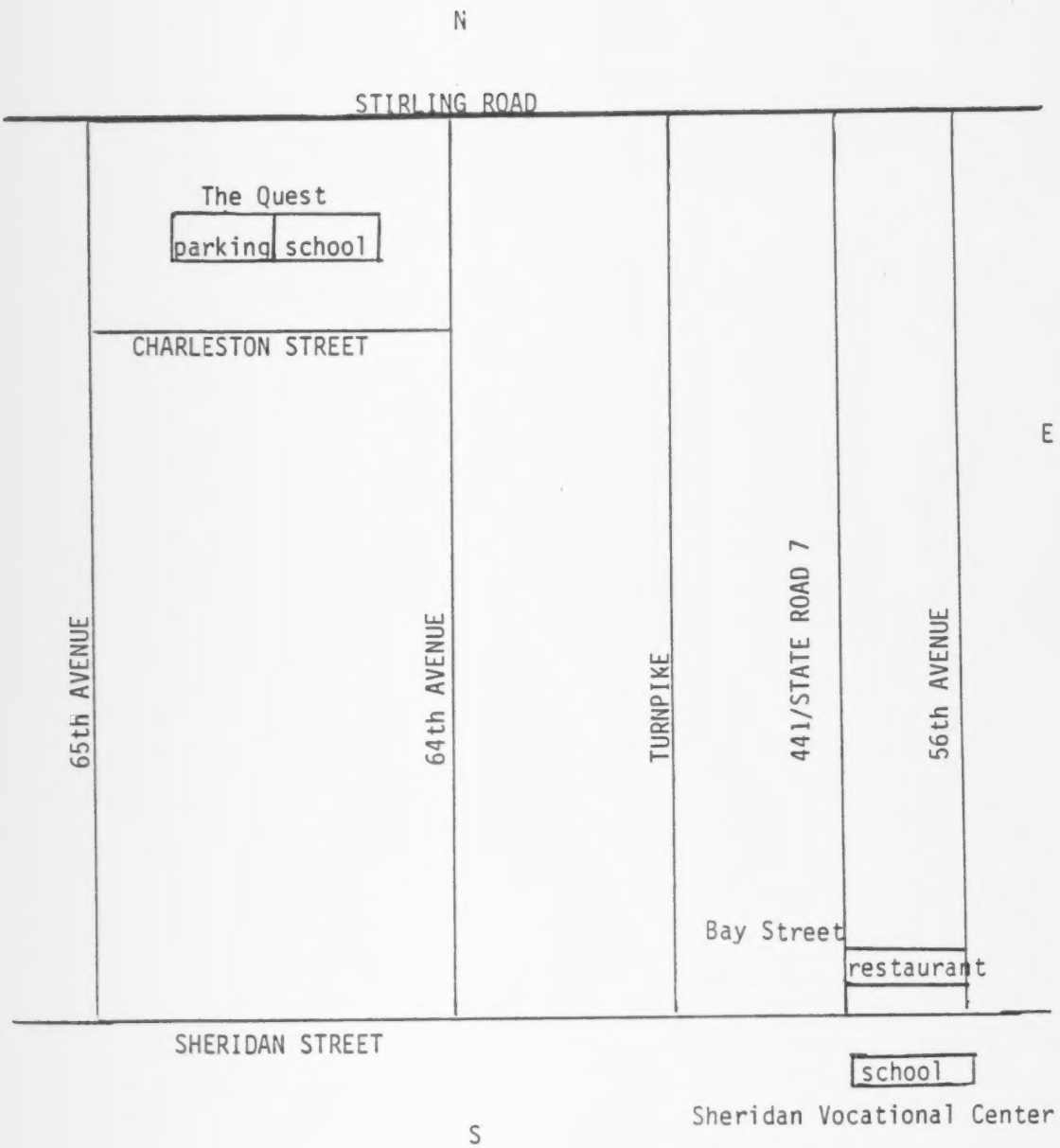
Don Cottrell, a National Crisis Prevention Institute Instructor, will conduct a two hour review workshop for EH teachers who have had twelve hours of C.P.I. training. Names of those attending will be submitted to the National Institute for renewal of certificate. You are welcome to attend as an observer if you have not had previous C.P.I. training.

Two hours of inservice credit will be given for this last in a five part series of EH Networking Meetings. Remember to dress casual and bring your tennis shoes.

Meet in the cafeteria at The Quest Center on Thursday, June 11, from 3:30 - 5:30 P.M.

If enough interest exists, we will meet at the Bay Street Restaurant from 5:30 - 6:30 P.M. for some end of the year R & R.

Look on the back for directions to The Quest and Bay Street. Call 786-7733 if you have questions.



3:30 - 5:30 P.M. (Inservice Meeting)
The Quest Center
6401 Charleston Street
Hollywood (981-8911)

5:30 - 6:30 P.M. (R&R Meeting)
Bay Street
5589 Sheridan Street
Hollywood (962-5522)

EH NETWORKING AND SUMMER INSTITUTE
REUNION MEETINGS

PRE/POST TEST

NAME:_____

S.S.:_____

SCHOOL:_____

ESE POSITION:_____

DATE:_____

1. Did you attend the 1986 EH Summer Inservice Institute?

_____

If not, did you apply for any of the 1987 ESE Summer Inservice Institutes? Check which one you applied for.

_____ Elementary/Social Skills & Behavior Management

_____ Secondary/Social Skills

_____ Secondary/Learning Strategies

2. Check which EH Networking Meetings you have been able to attend.

_____ Part I

Date: 9 - 30 - 86
Location: Pine Ridge Center
Speaker: Dr. Sheri Roth
Title: Alternatives for Behaviorally Disruptive Students

_____ Part II

Date: 10 - 28 - 86
Location: Pine Ridge Center
Speaker: Ms. Echo Heyer
Title: Search and Find Affective Ideas and Techniques

_____ Part III

Date: 12 - 4 - 86
Location: Stuart Lenoff's home
Speaker(s): Group interaction
Title: A Holiday Dinner and Networking Meeting

_____ Part IV

Date: 2 - 19 - 87
Location: Boyd Anderson High School
Speaker: Dr. Steve Linville
Title: Neurolinguistic Programming

_____ Part V

Date: 6 - 11 - 87
Location: The Quest
Speaker: Mr. Don Cottrell
Title: Crises Prevention Institute Review Session

3. Pick one of the meetings that you attended and describe why the information shared met your needs as an ESE employee.

_____

_____

_____

4. List three topics of interest to you that can be considered for the 1987-88 EH Networking and Summer Institute Reunion Meetings.

_____

_____

_____

5. Give three specific suggestions as to how these meetings can be improved to meet your needs.
Example: Location, time, speakers, etc.

_____

_____

_____

EXCEPTIONAL

STUDENT

EDUCATION

1987

"AN EXPANDED MODEL OF COOPERATIVE TRAINING"

1987 ESE SUMMER INSTITUTE

PROPOSED TIME FRAME

SEPTEMBER

1. Review and revise proposed time frame.

2. Determine Exceptional Student Education population to be served.

    A. exceptionalities
    B. grade levels
    C. number of teachers
    D. number of sessions
    E. certification requirements
    F. title of summer program

3. Draft a general objective based on the answers to question #2.

4. Create a "needs" list from which to draw specific objectives.

5. Appoint a committee of district and area representatives who will determine specific objectives and give input from October-June.

6. Appoint a coordinator who will oversee details from September-August.

OCTOBER

1. Submit article and picture for the November FDLRS Newsletter.

    A. Review 1986 EH-Summer Institute
    B. Effectiveness based on evaluations
    C. Potential for the future

2. Determine criteria for the list of specific objectives, e.g., 3 hours of instruction = objective = 4 pre and post test items.

3. Compile initial list of specific objectives based on the "needs" list.

4. Determine tentative:

    A. dates
    B. times
    C. location (site(s)
    D. inservice points

5. Work with Human Resource Department personnel and Certification/Incentives concerning the possibility of:

    A. university credit
    B. certification for teachers in critical shortage areas
    C. using Summer Institute to train inservice trainers
    D. extending the University Service Hours budget for use in July-August.

6. Submit proposal for inservice component to Human Resource Department for state approval.

7. Summary of committee meeting and findings given to all Exceptional Student Education staff.

NOVEMBER

1. Review information received from Human Resource Department and Certification/Incentives personnel concerning credit certification and funding of outside consultants.

2. Determine direction of further contact with Human Resource Department and Certification/Incentives personnel.

3. Determine if salary levels should parallel regular summer institutes, i.e., the percentage of payment for program development vs. actual instruction.

4. Begin work on projected budget.

    A. payment for teachers
    B. payment for instructors
    C. payment for facilitators
    D. payment for coordinator
    E. materials
    F. extras

        1. pictures (film/developing)
        2. refreshments
        3. contingency fund

5. Review all costs in 1986 Emotionally Handicapped Summer Institute budget and make a comparison with 1987 Exceptional Student Education Summer Institute budget.

6. Determine the number of instructors needed to fulfill the objectives.

7. If University Service Hours can be used then begin a tentative list of instructors for submission to Human Resource Department after board approval of the budget.

8. Determine a tentative list of materials necessary to fulfill objectives.

9. Summary of committee meeting and findings given to all Exceptional Student Education staff.

DECEMBER

1. Review evaluations and outcomes of the 1986 Emotionally Handicapped Summer Institute.

2. Prepare a rationale for 1987 Exceptional Student Education Summer Institute.

3. Prepare final budget for board approval.

4. Prepare projected outcomes list of 1987 Exceptional Student Education Summer Institute for board approval.

5. Submit the rationale, objectives, budget and projected outcomes of 1987 Exceptional Student Education Summer Institute and Exceptional Student Education staff for their review.

JANUARY

1. Submit proposal for 1987 Exceptional Student Education Summer Institute.

2. After board approval and confirmation of state inservice component, begin discussion of the selection process for participating teachers.

3. Determine if teachers will attend through application or nomination process.

4. Draft memo to principals announcing the intent, process and benefits of the 1987 Exceptional Student Education Summer Institute.

5. Begin review and selection of materials.

6. Begin review and selection of instructors.

7. Summary of committee meeting and findings to all Exceptional Student Education staff.

FEBRUARY

1. Corollate specific objectives with instructors and materials list.

2. Send memo to principals announcing the 1987 Exceptional Student Education Summer Institute.

3. Write article for the March FDLRS newsletter announcing the 1987 Exceptional Student Education Summer Institute.

4. Include insert and announcement at Exceptional Student Education Specialist Workshop.

5. Begin the application/nomination process by drafting a memo to teachers or area Exceptional Student Education staff.

6. Corollate necessary information for selection of instructors.

7. Corollate necessary information for purchase of materials.

8. Determine final materials list.

9. Determine list of instructors to be contacted.

10. Draft a tentative agenda.

11. Summary of committee meeting and findings to all Exceptional Student Education staff.

MARCH

1. Select facilitator for the 1987 Exceptional Student Education Summer Institute.

2. Contact and secure commitment from instructors.

3. Submit purchase orders for all materials.

4. Send memo to teachers announcing the application process or informing them of their nomination.

5. Select site(s) for the 1987 Summer Institute.

6. Contact summer administration responsible for supervising the selected site.

7. Revise proposed agenda.

8. Determine information staff and instructor's need on participant information form.

APRIL

1. Send letters of confirmation to instructors and list specifics for pre and post test items.

2. Finalize selection of participating teachers and alternates.

3. Finalize the agenda.

4. Draft memo to principals and participating teachers.
   Include:

   A. Information sheet with map
   B. Participant Information Form
   C. Personnel Action Form
   D. Objectives
   E. Agenda

5. Arrange for meeting with all local instructors.

6. Have Human Resource Department include/eliminate Exceptional Student Education Summer Institute in their monthly inservice bulletin.

7. Summary of committee meeting and findings to all Exceptional Student Education staff.

MAY

1. Send memo to participating principals and teachers.

2. Conduct meeting of all local instructors.
   Provide:

   A. agenda
   B. objectives
   C. materials list
   D. information sheet/map
   E. list of participants

3. Receive initial pre and post test questions and answers.

4. Return some test items to instructors for revisions.

5. Begin receiving handouts from instructors for duplication.

6. Order notebooks and other necessary materials.

7. Determine information wanted on evaluation forms.

8. Summary of committee meeting and findings to all Exceptional Student Education staff.

JUNE

1. All materials should be received.
2. Contact county warehouse for pick-up of boxes to be delivered to summer institute site.
3. Contact Community Relations departmernt to arrange for press coverage.
4. Revise participant's list as alternates replace those who have dropped out.
5. All pre and post test items should be finalized.
6. Arrange for necessary audio-visual equipment.
7. All final supplemental materials should be duplicated and put into notebooks.
8. Evaluation forms finalized for use with teachers, instructors, and support staff.
9. Review agenda with facilitators.
10. Arrangements made for refreshments and set-up.
11. Final phone calls made to instructors to determine last minute needs.
12. Determine best method of reviewing for the post-test.
13. Summary of committee meeting and findings to all Exceptional Student Education staff.

JULY-AUGUST

1. Conduct Exceptional Student Education Summer Institute sessions.
2. Send thank you letters to:
    A. instructors
    B. facilitators
    C. support staff
3. Send summary of the Institute to district and area Exceptional Student Education staff.
4. Provide area Exceptional Student Education staff and FDLRS with copies of all materials.
5. Corollate evaluations and begin summaries.
6. Draft memo for director to send participating principals.

ESE SUMMER INSTITUTES

1987 CHECKLIST

___ PAF's
- Review PAF from Vicki
- Give proofed PAF's to Anne by 7/8

___ INSTITUTE OBJECTIVES
- Include in notebook
- Anne has copies

___ ASSESSMENT ITEMS
- Multiple choice answers
- 4 items per objective

___ ASSESSMENT ANSWER KEY (correlate to objectives)
- Give information to Jim
- Put copy on Anne's desk

___ INSTITUTE AGENDA
- Include in notebook

___ PRETESTS
- Give information to Jim
- Put copies on Anne's desk

___ POSTTEST
- Give information to Jim
- Put copies on Anne's desk

___ EVALUATION FORMS (BROWARD COUNTY/SUMMER INSTITUTES)
- Give information to Jim
- Put copies on Anne's desk

___ EVALUATION FORMS (ESE)
- Give information to Sally
- Put copies on Anne's desk

___ ATTENDANCE LISTS
- Give information to Jim
- Put copies on Anne's desk

___ THANK YOU LETTERS
- To everyone who helped
- cc: to Sally

___ TIME SHEETS FOR UNIVERSITY HOURS
- Give to Anne by 8/17

___ TIME SHEETS FOR BEYOND CONTRACT
- Employees (instructors)
- Put copies on Anne's desk

___ NOTEBOOKS WITH INSERTS
- Give to Anne for FDLRS and area offices

___ RECEIPTS FOR DEVELOPMENT
- Film (color slides)
- Give to Anne for reimbursement

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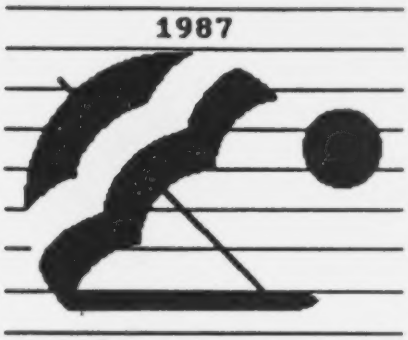

SOCIAL SKILLS AND
BEHAVIOR MANAGEMENT

ESE SUMMER INSTITUTE

WHO: Teachers of Elementary
Exceptional Student Education Students

WHAT: 60 hours of inservice training
plus a stipend of $12.50 per hour

WHEN: July 13 - 24 8:00 a.m. - 2:30 p.m.

WHERE: Pompano Multipurpose Education Center
Building C, Room 137
1400 NE 6th Street
Pompano Beach (786-7733)

P.S. You can bring your own lunch or order from a local deli. Dress casual and feel free to bring a "comfortable" chair.

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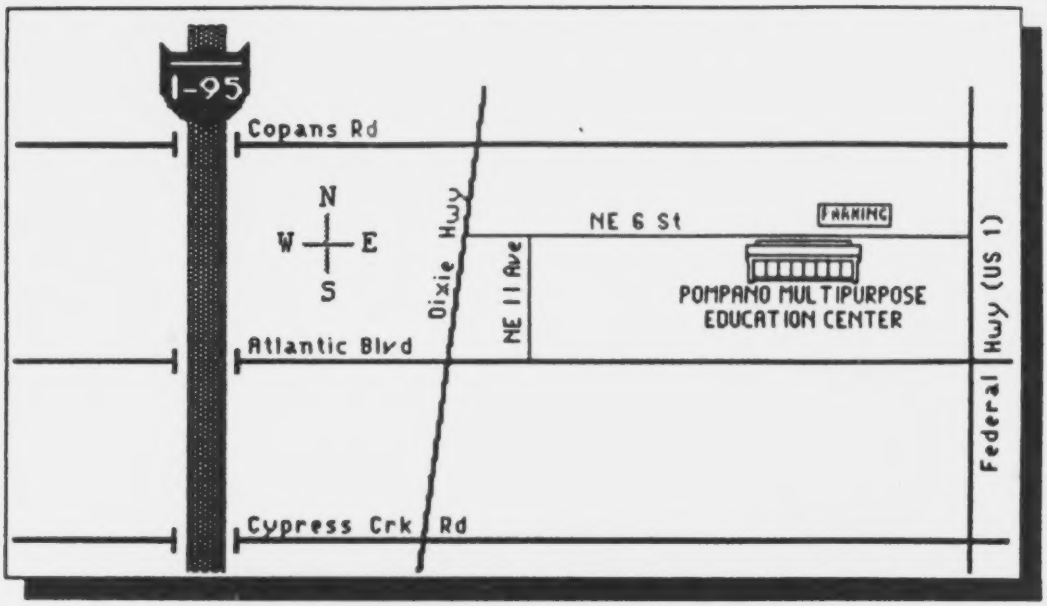
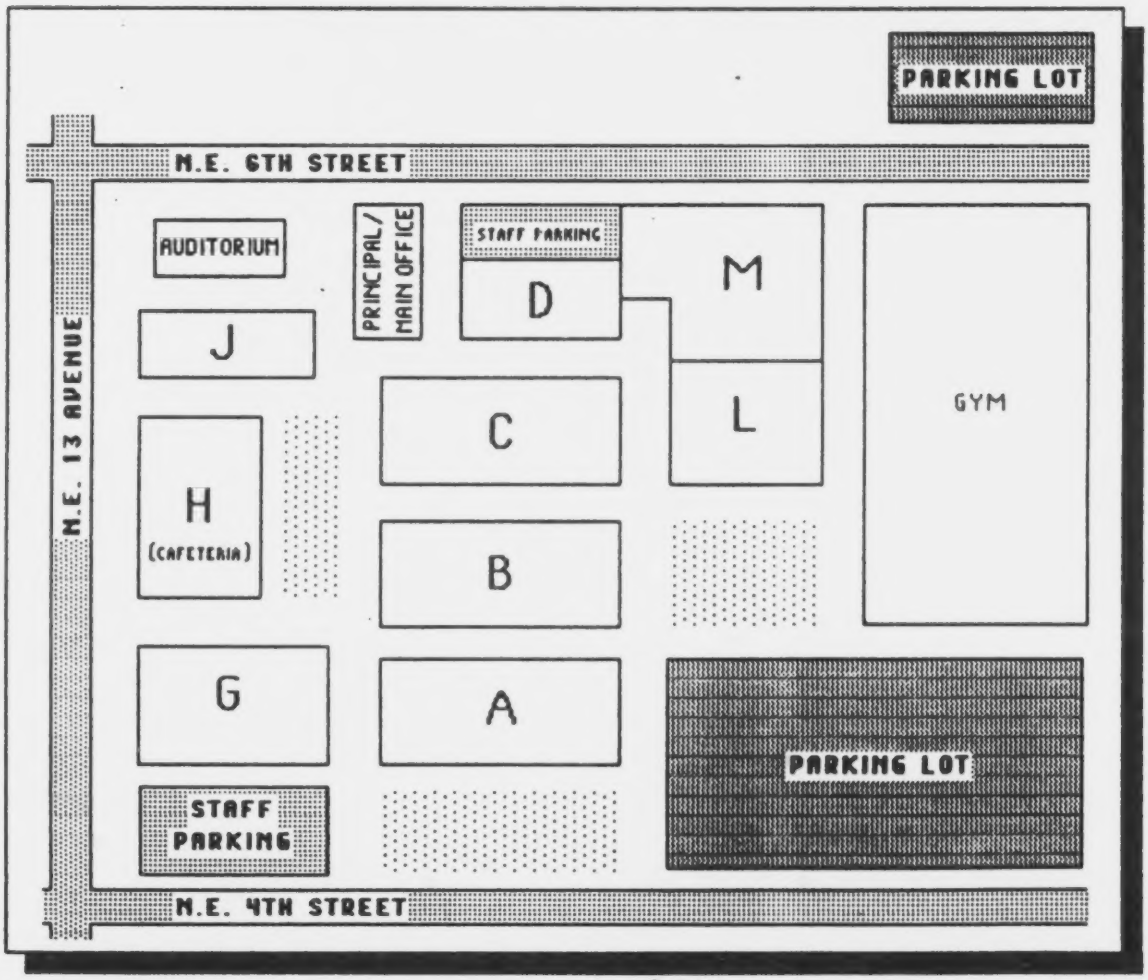


POMPANO MULTIPURPOSE EDUCATION CENTER
1400 NE 6TH STREET, POMPANO BEACH



1987 SUMMER INSERVICE INSTITUTE COMPONENTS FOR EXCEPTIONAL STUDENT EDUCATION

TRAINING FOR VE ELEMENTARY ESE TEACHERS | **60 Inservice Points (Maximum)** | **COMPONENT NO. 53040510**

GENERAL OBJECTIVE	SPECIFIC OBJECTIVES	PROCEDURES/ACTIVITIES	EVALUATION
1.0 To gain skills necessary in diagnosing, planning, developing, modifying, and implementing curriculum appropriate to the instructional needs of the elementary ESE student.	1.1 Review objectives of the assessment instrument that pinpoints the elementary ESE student's needs in relation to the Achenbach Behavior Profile.	1.1.1 Listen to lecture and view videotapes that demonstrate the use of recommended assessment instruments that pinpoint elementary ESE student's instructional needs.	1.1 Take a pre and post test attaining 80% accuracy on convep accuracy on concepts regarding the Achenbach Behavior Profile.
	1.2 Demonstrate skills in administering and scoring the Achenbach Behavior Profile for elementary ESE students.	1.2.1 In a classroom setting, administer the assessment instrument to two students, recording results on a profile sheet.	1.2 Exhibit results of test administration and select two instructional objectives for each student in accordance with instruction accordance with instructor's criteria for acceptability.
	1.3 Demonstrate the ability to recognize effective teaching techniques.	1.3.1 Review roles of effective ESE teachers (videotapes/observation/discussion) and discuss job descriptions of the ESE teacher.	1.3 Describe the strategies that ESE teachers would use given student population, student response, and classroom setting.
	1.4 Demonstrate skill in developing and modifying curriculum appropriate to the needs of the elementary ESE student.	1.4.1 In small groups develop a product with activities directly related to assessed social needs of selected targeted students.	1.4 Exhibit a modified curriculum appropriate to the needs of the elementary ESE student in accordance with instructor's criteria for acceptability.
	1.5 Describe the unique needs and appropriate behavioral strategies used with elementary ESE students.	1.5.1 Attend workshop designed to broaden participant's sensitivity to behavior needs of elementary ESE students.	1.5 List the unique needs of elementary ESE students and describe effective strategies for meeting these unique needs with 80% accuracy.
	1.6 Demonstrate the ability to implement parent conference skills	1.6.1 Review skills used in parent conferences (videotapes/observation/discussion) and discuss job descriptions of the ESE teacher.	1.6 Discuss the strategies that ESE teachers would use for parent conferencing.

County Name: Broward

Component Number: 5304051O

Inservice Points: 60

Title: Exceptional Student Education Summer Institute for Elementary Teachers of Varying Exceptionalities Students (10 sessions-60 hours)

GENERAL OBJECTIVES

This component is designed to improve the diagnostic, prescriptive, and management skills of elementary teachers of exceptional students through a rigorous content and process training institute covering the following topics: teacher competencies, diagnostic profiles, behavior management, social skills, communication and self image, parenting skills, crisis prevention and self-monitoring strategies.

SPECIFIC OBJECTIVES

1. Demonstrate the ability to recognize effective teaching as defined by the Florida Performance Measurement System.

2. Demonstrate the ability to identify behavior management techniques for exceptional education students.

3. Demonstrate the ability to administer and translate data from the Achenbach Behavior Profile into IEP objectives.

4. Demonstrate the ability to identify appropriate techniques for dealing with negative behavior patterns in individuals and groups.

5. Demonstrate the ability to identify appropriate techniques for creating positive behavior patterns in individuals and groups.

6. Demonstrate the ability to establish prescriptive behavior contracts for individuals and groups.

7. Demonstrate the ability to assess the social skills deficiencies of elementary exceptional education students.

8. Demonstrate the ability to identify social skills strategies that can be integrated into the daily academic program.

9. Demonstrate the ability to identify the components of an intervention curriculum designed to teach prosocial alternative behaviors.

SPECIFIC OBJECTIVES (Continued)

10. Demonstrate the ability to prescribe an intervention curriculum that teaches social effectiveness.

11. Demonstrate the ability to use appropriate communication skills with students and parents.

12. Demonstrate the ability to use self-image skills with students and parents.

13. Demonstrate the ability to establish effective home programs for parents of exceptional education students.

14. Demonstrate the ability to deal creatively and constructively with conflict situations.

15. Demonstrate the ability to identify appropriate ways of dealing with parents of exceptional education students.

16. Demonstrate the ability to use the group processing method as a classroom technique.

17. Demonstrate the ability to identify and use nonverbal techniques in the prevention of acting out behavior.

18. Demonstrate the ability to identify and use verbal techniques to be implemented when de-escalation of verbal acting out is necessary.

19. Demonstrate the ability to identify and use physical personal safety techniques to avoid client and staff injury if behavior escalates to a physical level.

20. Demonstrate the ability to prescribe self-monitoring strategies to meet the needs of exceptional education students.

DESCRIPTION OF ACTIVITIES

This institute will consist of ten sessions, sixty hours, conducted by university personnel, consultants, and district staff. Participant activities will include lectures, demonstrations, role-playing, concrete experiences, and guided group discussions.

EVALUATION

Successful achievement of institute objectives will be demonstrated in the following ways:

1. Mastery by teacher participants of a minimum of 80% of the specific objectives as indicated on a post test.

2. Attainment of an increase in participant scores from the pre to the post examination.

3. Assessment of participants and instructors perceptions of the institute.

ESE SUMMER INSTITUTE

ELEMENTARY TEACHERS OF VE STUDENTS

July 13 - 24, 1987

PRE and POSTTEST

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1. If the teacher clearly specifies classroom rules, explains them, provides practice, enforces them and gives positive consequences for compliance, then disruptive behavior will decrease, on-task time will increase, and achievement will increase.

   This principle of instruction is based on which Domain of the Florida Performance Measurement System?

   A. 1.0 Planning for Instruction
   B. 2.0 Management of Student Conduct
   C. 3.0 Instructional Organization & Development
   D. 4.0 Presentation of Subject Matter

2. If marker expressions and techniques are used and main points are repeated in spaced intervals, then students will be aware of important elements of content and achievement will be increased.

   This principle of instruction is based on which Domain of the Florida Performance Measurement System?

   A. 2.0 Management of Student Conduct
   B. 3.0 Instructional Organization & Development
   C. 4.0 Presentation of Subject Matter
   D. 5.0 Communication: Verbal & Nonverbal

3. If the teacher acknowledges and amplifies student responses, uses their ideas, but organizes the lesson around the teacher's questions, and maintains academic focus, then learning is increased.

   This principle of instruction is based on which Domain of the Florida Performance Measurement System?

   A. 2.0 Management of Student Conduct
   B. 3.0 Instructional Organization & Development
   C. 4.0 Presentation of Subject Matter
   D. 5.0 Communication: Verbal & Nonverbal

4. If teachers attend to content, instructional materials, activities, learner needs, and goals in their instructional planning, then the resulting preparedness can increase the probability of effective classroom performance.

   This principle of instruction is based on which Domain of the Florida Performance Measurement System?

   A. 1.0 Planning for Instruction
   B. 2.0 Management of Student Conduct
   C. 3.0 Instructional Organization & Development
   D. 4.0 Presentation of Subject Matter

PRE and POSTTEST
ESE SUMMER INSTITUTE
July 13 - 24, 1987

5. The first behavior management step to be used in conjunction with the Solution Book is:

   A. Preparing the First Day's Schedule
   B. Developing Classroom Rules
   C. Establishing Goals
   D. Enlisting Parent Cooperation

6. Which of the following is <u>not</u> a guideline to be used when small-group instruction and independent seatwork are taking place in the classroom?

   A. Teacher views misbehavior as nonresponding
   B. Teacher is calm when implementing the time-out strategy
   C. Teacher makes the lesson fun
   D. Teacher is nonreinforcing to the misbehaving student who begins to do a good job

7. A Solution Sheet goal for a student who argues with classmates:

   A. The student will stop tattling
   B. The student will learn to disagree in appropriate ways
   C. THe student will develop a more positive self-image
   D. Students will decrease the number of arguments and increase the number of positive interactions

8. The student who needs to develop confidence in his or her problem-solving abilities requires a solution for:

   A. Helplessness
   B. Slow transitions
   C. Uncontrolled behavior
   D. Chronic frustration

9. The Achenbach instruments are designed to provide:

   A. Diagnostic inferences
   B. A DSM III diagnosis
   C. A standardized description of behavior
   D. All of the above

10. The profile of a student who exhibits aggressive, antisocial or uncontrolled behavior will be high in the:

    A. Adaptive band
    B. Internalizing band
    C. Academic band
    D. Externalizing band

11. Behavioral goals and objectives on the IEP may be developed from:

    A. Relevant behaviors discussed by the team (parents, educators, psychologists).
    B. Reviewing the Achenbach Behavior Profile
    C. Reviewing available diagnostic data
    D. All of the above

12. The Achenbach Child Behavior Checklist - Teacher Report Form describes a student's behavior:

    A. Within the last 6 months
    B. Now or within the past 1 months
    C. Within the last year
    D. Now or within the past week

13. Before the CLASS Program can begin, it is necessary to have the agreement signed by:

    A. All parties involved
    B. The child and his parents
    C. Only those present at agreement development
    D. Only the child

14. Anyone who signs the agreement to begin the CLASS Program has the right to:

    A. Be informed of any new developments
    B. Be involved in any renegotiations
    C. Be authorized to change the agreement without notice
    D. Both A and B

15. Parents should review the CLASS System's red/green point card:

    A. Sporadically, without notice
    B. Weekly, at request of the teacher
    C. Every day regardless of whether criteria was achieved or not
    D. Only on days when criteria is met.

16. When convincing other staff members about the acting-out child's need for service, classroom observation data and teacher ratings should be used:

    A. Only in the peripheral sense
    B. Only if requested following referral
    C. Always if available
    D. Not used at all

17. In setting up a structured reinforcement system you must <u>first</u>:

    A. Choose a reinforcer
    B. Define the borderline between acceptable and unacceptable behavior
    C. Decide how much the student must do to earn reinforcement
    D. Decide whether to reinforce continuously or intermittently

18. During the child interview, the consultant is asked to model for the acting-out child those classroom behaviors which are:

    A. Appropriate
    B. Inappropriate
    C. Both A and B
    D. Selected to be socially acceptable

19. The behavior management plan that involves a point system and a system of fines where a student earns points for academic work and for behaving appropriately, but is fined points for misbehavior is called:

    A. Owing time
    B. Banking points
    C. Time out
    D. Cost contingency

20. It is important to award points on a random schedule of reinforcement so that:

    A. The child's behavior becomes consistent over time
    B. The occurrence of reinforcement becomes unpredictable for the child
    C. Both A and B
    D. Neither of the above

21. If a child should approach you during an observation session, you should:

    A. Speak with him/her, but only briefly
    B. Speak with him/her with detailed explanation
    C. Tell his/her you cannot talk right now and avoid further contact
    D. Ignore his/her completely

22. The frequency by which checks are made with the teacher to determine whether the child's behavior was typical after an observation session occurs:

    A. After every session
    B. After every other session
    C. Every fourth session
    D. Only when needed

23. If there are many behavior problems in the classroom, the teacher should:

    A. Decrease all interactions
    B. Increase positive interactions
    C. Substantiate negative interactions
    D. Chart both positive and negative interactions

24. A major developer of the CLASS Program was:

    A. Hill Walker
    B. Mountain Walker
    C. James Irvine
    D. Sigmund Frued

25. If you use a social skill curriculum without behavior management procedures, you should expect:

    A. A major improvement in the student's behaviors
    B. Probably only a mild improvement in behavior
    C. No improvement in behavior
    D. Behavior would remain the same

26. Which is <u>not</u> a basic skill step of Social Skills Training?

A. Face the person
B. Eye contact
C. Voice tone
D. Speak softly

27. When exceptional students are around non-handicapped children, they:

A. Reflect the appropriate behavior of others
B. Copy the appropriate behavior of others
C. Not a variable to be considered
D. Have very infrequent social contact with them

28. Walker treats social skill training much like you would do:

A. Physical exercises
B. Academic training
C. Independent living skills
D. None of the above

29. The objective of the ACCEPTS Social Skills Strategy is:

A. To facilitate the social development of handicapped children
B. To prepare them to meet the behavioral demands and expectations that exist in less restrictive settings
C. To improve the social acceptance of handicapped children
D. All of the above

30. The ACCEPTS Social Skills Strategy was developed for the:

A. Mildly and moderately handicapped child primary and intermediate grades
B. Mildly and moderately handicapped child in all grades
C. Mildly, moderately, and severely handicapped child in primary and intermediate grades
D. Mildly, moderately, and severely handicapped child in all grades

31. Which of the following statements about the ACCEPTS Social Skills Strategy is not true?

A. The target behaviors are clearly defined
B. The sessions should only be conducted by a teacher or psychologist
C. The skill sequence increases in complexity
D. Correct and incorrect instances are used
E. A systematic correction procedure is used

32. In the ACCEPTS Social Skills Strategy, the step which is repeated most often during the instructional sequence is:

A. Positive example
B. Definition and guided discussion
C. Negative example
D. Activities

33. Which of the following is not a component of Structured Learning in the Skillstreaming Curriculum?

    A. Modeling
    B. Observational learning
    C. Role-playing
    D. All of the above

34. To incorporate the Skillstreaming Curriculum into the classroom environment, it is recommended that the instructor:

    A. Reserve the exposure for non-academic periods only
    B. Provide opportunities for practice within the classroom routine
    C. Limit the skill practice for the guidance counselor
    D. None of these

35. All of the following are valid suggestions for implementing the Skillstreaming Curriculum into the classroom routine except:

    A. Contingency Contracting
    B. Skills Journal
    C. Primary Reinforcement System
    D. Frequency Self-monitoring

36. Problematic behaviors within a Structured Learning group have been categorized in the Skillstreaming Curriculum as:

    A. General and specific
    B. Excessive and deficient
    C. Limiting and delimiting
    D. Overt and covert

37. Getting Along With Others is an intervention curriculum designed to teach:

    A. Behavior management skills
    B. Communication skills
    C. Crisis prevention skills
    D. Social effectiveness skills

38. Three of the core social skills that children need to learn are:

    A. Following directions, joining a conversation, offering to help
    B. Name-calling, swearing, teasing
    C. Sharing, hyperactivity, problem solving
    D. Cheating, procrastination, giving positive feedback

39. The Skill Lesson Format suggested by Jacksons and Monroe for teaching a new social skill includes; introduction, demonstration, practice, rationales, and:

    A. Fantasy check
    B. Reality check
    C. Futures check
    D. Past association check

40. Positive feedback is:

A. Positive, specific, delayed, true
B. Negative, specific, immediate, true
C. Positive, specific, immediate, true
D. Negative, specific, delayed, true

41. The response "You are lazy, that is the reason you don't do your homework" is an example of which type of response?

A. Advice
B. Reflection
C. Interpretation
D. Reassuring

42. The response "I think you should tell your mother that you need some time alone" is an example of which type of facilitative response?

A. Reassuring
B. Reflection
C. Advice
D. Questioning

43. The response "It sounds like you are having a tough time deciding what to do is an example of which type of facilitative response?

A. Reassuring
B. Reflective
C. Clarification
D. Interpretation

44. The most facilitative response a teacher can give to a student is order to help that student talk about emotional feelings is:

A. Interpretation
B. Reassuring
C. Reflection
D. Questioning

45. The first step in changing your self image is:

A. Decide what you have the ability to become
B. Decide what you want to become
C. Decide what you should become
D. Decide what you do best

46. When visualizing a new self-image, you need to picture the actual change plus the:

A. Pay value
B. Consequences
C. Decision
D. Benefits

47. A "scotoma" is:

A. A type of rationalization
B. A way of manipulating others
C. Locking out the environment caused by conditioning
D. Leaving the mind open to interpretations

48. The conscious mind has four functions; perception, association, evaluation, and:

A. Automatic functions
B. Learned automatic functions
C. Decisions
D. Judgements

49. Assertive Discipline teaches the parent to:

A. Act in a more democratic way
B. Determine the cause of behavior
C. Lay down the law
D. Determine what the behavior is getting the child

50. Assertive Discipline uses which technique for arguing?

A. Logical consequence
B. Prima Facie
C. Silence
D. Broken record

51. A systematic Assertive Discipline Plan is a written plan that <u>does not</u> include:

A. The behaviors the child will change
B. The consequences to be utilized
C. The management sequence of impulse control
D. Monitoring the behavior

52. In every relationship there are two kinds of people:

A. Pursuer - Distancer
B. Giver - Taker
C. Pessimist - Optimist
D. Action - Reaction

53. A construction technique of solving problems that is non-threatening, encourages cooperation, risk-taking, and group interaction is called:

A. Construction Problem Solving
B. Creative Conflict Solving
C. Crisis Prevention Solving
D. Critical Issues Solving

54. A person or thing made to bear the blame for the mistakes of others:

A. Name calling
B. Compromising
C. Scapegoat
D. Bully

55. Dealing With Aggression in the Classroom is a publication produced by the North Carolina Department of Instruction and reprinted by:

A. FAU
B. Nova
C. Broward County
D. State of Florida

56. The intervention technique used by a teacher that is sometimes sufficient to enable a student to regain control of a problem behavior is:

A. Proximity control
B. Personalizing question
C. Personal scheduling
D. Punishment control

57. In order to establish positive communication early in the school year, and to lay the foundation for gaining parental support, you must:

A. Outline the behaviors you expect
B. Say what you will do if a student does not meet your standards
C. Tell how you will reinforce students
D. All of the above

58. Educational experts have conducted studies to determine how parents judge competency in teachers. The studies show that two of the leading qualities of master teachers, according to parents, are:

A. The ability to discipline and the readiness to take suggestions from the parents
B. The ability to communicate the curriculum and readiness to take suggestions from the parents
C. The ability to discipline and the desire to work with parents
D. The ability to interact in an affective manner and to desire to have students reach their fullest potential

59. The following information; student's name and class, date, time, place of incident, description of rule broken, and disciplinary action taken describes the following mode of documentation:

A. Consultant Observation
B. Teacher Review
C. Cumulative Report
D. Anecdotal Record

60. One way that you do not communicate assertively with a parent is to:

A. Begin with a positive statement about the child
B. Be aware of inconveniencing the parent and explain that you are sorry to disturb his/her
C. Offer the parent assistance in disciplining his/her child
D. Ask parents how they will reward their child's appropriate behavior

61. The set of group functions which decrease group effectiveness are:

A. Task functions
B. Maintenance functions
C. Self-oriented functions
D. Procedural functions

62. Some reasons for teaching group interaction encourages children to listen to one another:

A. Group interaction encourages children to listen to one another
B. Real life is full of group interactions
C. Group interaction increases critical thinking skills
D. All of the above

63. In order to begin the group process, it is important to:

A. Evaluate each student
B. Establish group rules
C. Choose a group leader
D. Have the children group themselves

64. Open-ended questions are important to use during the group process because:

A. The allow for expansion of the topic
B. They can be easily answered
C. They limit the response and save time
D. The answers can be objectively measured

65. The first behavior level in the "Client Crisis Development" is:

A. Tension reduction
B. Refusal
C. A-O-P
D. Anxiety

66. When a person displays defensive behavior, the staff attitude should be:

A. Directive
B. Argumentative
C. Therapeutic Rapport
D. Supportive

PRE and POSTTEST
ESE SUMMER INSTITUTE
July 13 - 24, 1987

67. The second level in the "Verbal Continuum" is:

A. Questioning
B. Refusal
C. Release
D. Intimidation

68. The type(s) of acting out behavior(s) is(are):

A. Verbal
B. Physical
C. Verbal and physical
D. Neither verbal or physical

69. The following elements make up paraverbal communications:

A. Tone, pitch, quality
B. Height, pitch, quality
C. Tone, volume, words/minute
D. Neither verbal or physical

70. How many people should be used for the "Control Team" for an out-of-control person?

A. 1
B. 2
C. 3 or more
D. 8 - 10

71. Physical Control of a person should be used:

A. As a last resort
B. Never
C. Whenever possible
D. When the student is defensive

72. A beneficial reaction to fear and anxiety is:

A. Freeze
B. Overreact
C. Increase in speed and strength
D. Inappropriate responses

73. A way to control fear and anxiety is:

A. Understand what we fear
B. Learn to protect ourselves
C. Use team approach
D. All of the above

74. Proxemics is:

A. A hair color
B. Personal space
C. A defensive hold
D. None of the above

75. Approximately how far in front of a person does personal space extend?

A. 1 1/2 to 3 feet
B. 9 to 12 feet
C. Infinity
D. None of the above

76. It is important to control individuals in a way that is:

A. Meaningful
B. Confident
C. Non-harmful
D. Relaxed

77. The significance of the term "FACE booklet" is in the four letters which are an acronym for the four phases of this self-monitoring strategy; these are:

A. Figure, assess, conclude, edit
B. Forecast, analyze, check, examine
C. Forecast, approximate, calculate, evaluate
D. Followup, assign, choose, engineer

78. Students using the FACE booklet are asked to identify their work sections and set a goal in which phase of the strategy:

A. Calculate
B. Forecast
C. Evaluate
D. Approximate

79. During the pre and post assessment component of the FACE booklet strategy, study behaviors are rated by teachers and students on two levels:

A. Developmental and accelerated
B. Mild and moderate
C. Intensity and duration
D. Severity and frequency

80. According to the results of the Nova practicum study thus far, the FACE booklet strategy appears to increase the on-task time of students who are:

A. Highly distractible
B. Developmentally delayed
C. Socially withdrawn
D. Physically aggressive

ESE SUMMER INSTITUTE

ELEMENTARY SCHOOL TEACHERS OF VE STUDENTS

July 13 - 24, 1987

PRE AND POST TEST

Question	Answer	Objective	Topic	Material	Instructor
1	B	1	Teacher Competencies	Handouts	Reguso/Vandiver
2	D	1	Teacher Competencies	Handouts	Reguso/Vandiver
3	B	1	Teacher Competencies	Handouts	Reguso/Vandiver
4	A	1	Teacher Competencies	Handouts	Reguso/Vandiver
5	C	2	Behavior Management	Solution Book	Echo Heyer
6	D	2	Behavior Management	Solution Book	Echo Heyer
7	B	2	Behavior Management	Solution Book	Echo Heyer
8	A	2	Behavior Management	Solution Book	Echo Heyer
9	C	3	Diagnostic Profiles	Achenbach	Creswell/Heyer/Roach
10	B	3	Diagnostic Profiles	Achenbach	Creswell/Heyer/Roach
11	D	3	Diagnostic Profiles	Achenbach	Creswell/Hever/Roach
12	D	3	Diagnostic Profiles	Achenbach	Creswell/Heyer/Roach

ESE SUMMER INSTITUTE

ELEMENTARY SCHOOL TEACHERS OF VE STUDENTS

July 13 - 24, 1987

PRE AND POST TEST

Question	Answer	Objective	Topic	Material	Instructor
13	A	4	Behavior Management	Class	Gary Adams
14	D	4	Behavior Management	Class	Gary Adams
15	C	4	Behavior Management	Class	Gary Adams
16	C	4	Behavior Management	Class	Gary Adams
17	B	5	Behavior Management	Class	Gary Adams
18	C	5	Behavior Management	Class	Gary Adams
19	D	5	Behavior Management	Class	Gary Adams
20	C	5	Behavior Management	Class	Gary Adams
21	C	6	Behavior Management	Class	Gary Adams
22	A	6	Behavior Management	Class	Gary Adams
23	B	6	Behavior Management	Class	Gary Adams
24	A	6	Diagnostic Profiles	Class	Gary Adams

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ELEMENTARY SCHOOL TEACHERS OF VE STUDENTS

July 13 - 24, 1987

PRE AND POST TEST

Question	Answer	Objective	Topic	Material	Instructor
25	B	7	Social Skills	Accepts	Gary Adams
26	D	7	Social Skills	Accepts	Gary Adams
27	C	7	Social Skills	Accepts	Gary Adams
28	B	7	Social Skills	Accepts	Gary Adams
29	D	8	Social Skills	Accepts	Gary Adams
30	A	8	Social Skills	Accepts	Gary Adams
31	B	8	Social Skills	Accepts	Gary Adams
32	A	8	Social Skills	Accepts	Gary Adams
33	B	9	Social Skills	Skillstreaming	Debra Finkelstein
34	B	9	Social Skills	Skillstreaming	Debra Finkelstein
35	C	9	Social Skills	Skillstreaming	Debra Finkelstein
36	B	9	Social Skills	Skillstreaming	Debra Finkelstein

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ELEMENTARY SCHOOL TEACHERS OF VE STUDENTS

July 13 - 24, 1987

PRE AND POST TEST

Question	Answer	Objective	Topic	Material	Instructor
37	D	10	Social Skills	Getting Along With Others	Power/Wloch
38	A	10	Social Skills	Getting Along With Others	Power/Wloch
39	B	10	Social Skills	Getting Along With Others	Power/Wloch
40	C	10	Social Skills	Getting Along With Others	Power/Wloch
41	D	11	Communication Skills	Handouts	Steve Linville
42	B	11	Communication Skills	Handouts	Steve Linville
43	C	11	Communication Skills	Handouts	Steve Linville
44	A	11	Communication Skills	Handouts	Steve Linville
45	B	12	Self-Image Skills	Handouts	Steve Linville
46	A	12	Self-Image Skills	Handouts	Steve Linville
47	C	12	Self-Image Skills	Handouts	Steve Linville
48	D	12	Self-Image Skills	Handouts	Steve Linville

ESE SUMMER INSTITUTE

ELEMENTARY SCHOOL TEACHERS OF VE STUDENTS

July 13 - 24, 1987

PRE AND POST TEST

Question	Answer	Objective	Topic	Material	Instructor
49	C	13	Parenting Skills	Assertive Discipline	Foss/Guyer/Heyer
50	D	13	Parenting Skills	Assertive Discipline	Foss/Guyer/Heyer
51	C	13	Parenting Skills	Assertive Discipline	Foss/Guyer/Heyer
52	A	13	Parenting Skills	Assertive Discipline	Foss/Guyer/Heyer
53	B	14	Conflicting Resolutions	Creative Conflict Solving/Dealing With Aggression	DiBona/Liljestrand
54	C	14	Conflicting Resolutions	Creative Conflict Solving/Dealing With Aggression	DiBona/Liljestrand
55	D	14	Conflicting Resolutions	Creative Conflict Solving/Dealing With Aggression	DiBona/Liljestrand
56	A	14	Conflicting Resolutions	Creative Conflict Solving/Dealing With Aggression	DiBona/Liljestrand
57	D	15	Parenting Skills	Parent Conference Book	Foss/Guyer/Heyer
58	C	15	Parenting Skills	Parent Conference Book	Foss/Guyer/Heyer
59	D	15	Parenting Skills	Parent Conference Book	Foss/Guyer/Heyer
60	B	15	Parenting Skills	Parent Conference	

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ELEMENTARY SCHOOL TEACHERS OF VE STUDENTS

July 13 - 24, 1987

PRE AND POST TEST

Question	Answer	Objective	Topic	Material	Instructor
61	C	16	Cooperative Learning	Handouts	Finkelstein/Lilijestrand
62	D	16	Cooperative Learning	Handouts	Finkelstein/Lilijestrand
63	B	16	Cooperative Learning	Handouts	Finkelstein/Lilijestrand
64	A	16	Cooperative Learning	Handouts	Finkelstein/Lilijestrand
65	D	17	Crisis Prevention	Handouts	Don Cottrell
66	D	17	Crisis Prevention	Handouts	Don Cottrell
67	B	17	Crisis Prevention	Handouts	Don Cottrell
68	C	17	Crisis Prevention	Handouts	Don Cottrell
69	C	18	Crisis Prevention	Handouts	Don Cottrell
70	C	18	Crisis Prevention	Handouts	Don Cottrell
71	A	18	Crisis Prevention	Handouts	Don Cottrell
72	C	18	Crisis Prevention	Handouts	Don Cottrell

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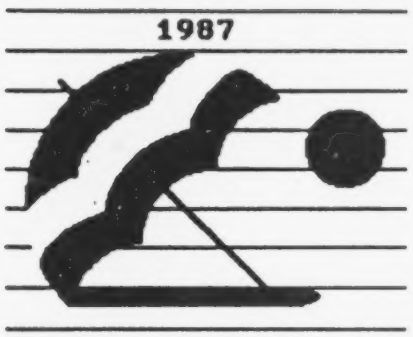
ELEMENTARY SCHOOL TEACHERS OF VE STUDENTS

July 13 - 24, 1987

PRE AND POST TEST

Question	Answer	Objective	Topic	Material	Instructor
73	D	19	Crisis Prevention	Handouts	Don Cottrell
74	B	19	Crisis Prevention	Handouts	Don Cottrell
75	A	19	Crisis Prevention	Handouts	Don Cottrell
76	C	19	Crisis Prevention	Handouts	Don Cottrell
77	C	20	Self-Monitoring Strategies	Handouts	Bill Roach
78	B	20	Self-Monitoring Strategies	Handouts	Bill Roach
79	D	20	Self-Monitoring Strategies	Handouts	Bill Roach
80	A	20	Self-Monitoring Strategies	Handouts	Bill Roach



SOCIAL SKILLS

ESE SUMMER INSTITUTE

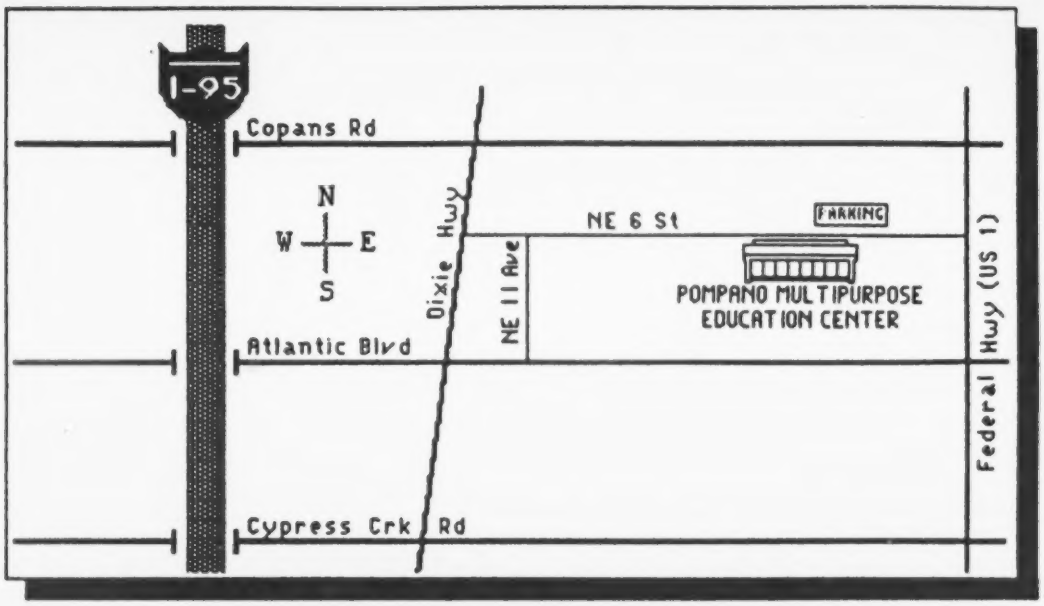
WHO: Teachers of Secondary
Exceptional Student Education Students

WHAT: 30 hours of inservice training
plus a stipend of $12.50 per hour

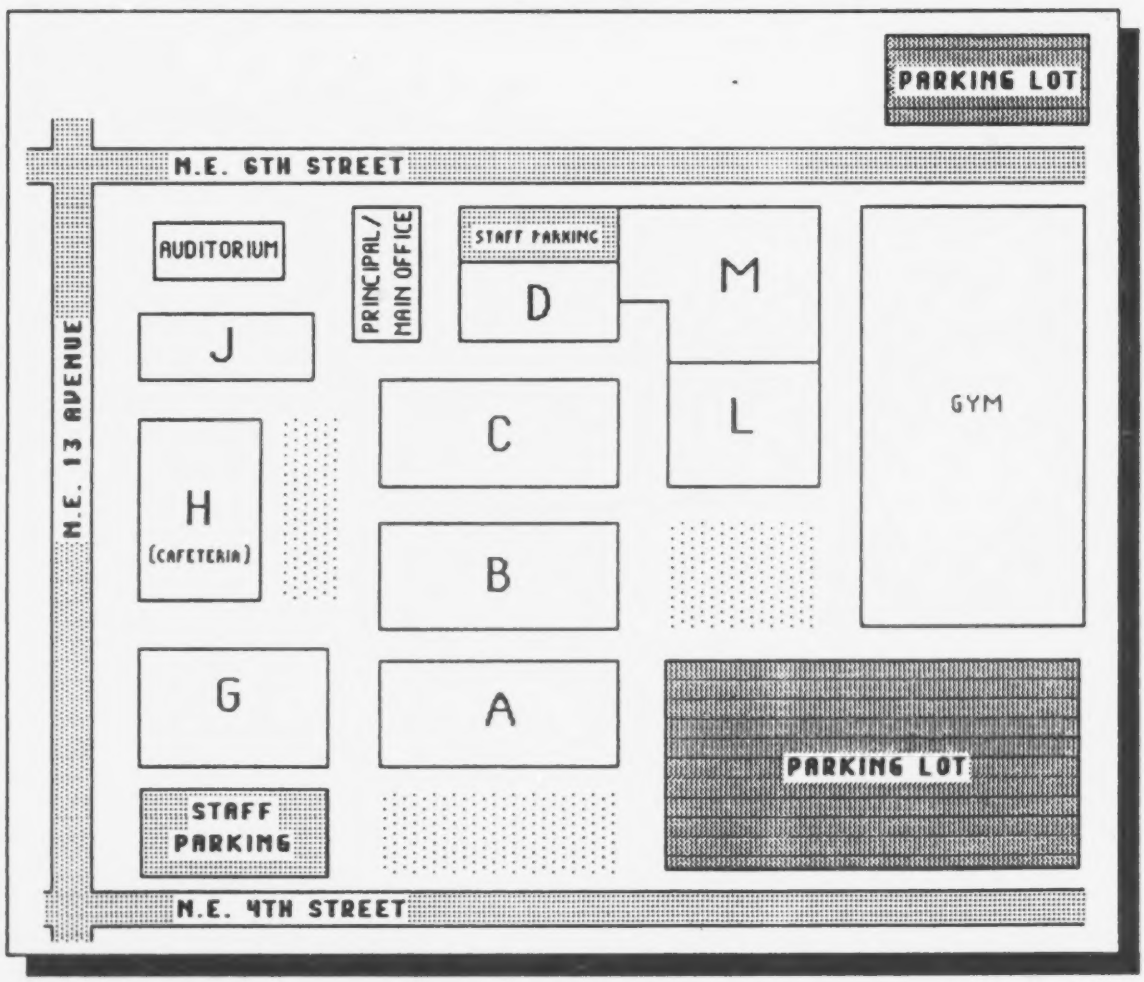
WHEN: July 6 - 10 8:00 a.m. - 2:30 p.m.

WHERE: Pompano Multipurpose Education Center
Building C, Room 137
1400 NE 6th Street
Pompano Beach (786-7733)

P.S. You can bring your own lunch or order from a local deli. Dress casual and feel free to bring a "comfortable" chair.



POMPANO MULTIPURPOSE EDUCATION CENTER
1400 NE 6TH STREET, POMPANO BEACH



1987 SUMMER INSERVICE INSTITUTE COMPONENTS FOR EXCEPTIONAL STUDENT EDUCATION

TRAINING FOR VE SECONDARY ESE TEACHERS | 30 Inservice Points (Maximum) | COMPONENT NO. 53041510

GENERAL OBJECTIVE	SPECIFIC OBJECTIVES	PROCEDURES/ACTIVITIES	EVALUATION
1.0 To gain skills necessary in diagnosing, planning, developing, modifying, and implementing social skill curriculum for the secondary ESE student.	1.1 Identify tests and observation checklists appropriate in measuring the emotional and social needs of the secondary ESE student.	1.1.1 Using two diagnostic instruments	
		1.1.1 Using two diagnostic instruments complete all information and produce a profile for two students.	1.1 Using test/observation results, develop appropriate affective and social goals for the IEP.
	1.2 Analyze developmental theories as they relate to social skills development.	1.2.1 Present one case study of student to determine the developmental stage.	1.2 Report the results to the group for critique.
	1.3 Identify the techniques that can be used to develop social skills of secondary ESE teachers.	1.3.1 Listen to lectures and participate in role play simulations regarding issues such as problem solving, conflict management, social awareness, and form and maintaining relationships.	1.3 Complete a posttest with 80% accuracy demonstrating knowledge of techniques.
	1.4 Demonstrate skill in developing and modifying curriculum appropriate to the needs of the secondary ESE student.	1.4.1 In small groups develop a product with activities directly related to assessed social needs of selected targeted students.	1.4 Exhibit a modified curriculum appropriate to the needs of the secondary ESE student in accordance with instructor's criteria for acceptability.
	1.5 List and explain general guidelines to be followed in conducting effective conferences with parents of secondary ESE students.	1.5.1 View videotapes of a parent conference, watch role-playing of a conference and rate the interaction using a checklist provided by the instructor.	1.5 Present checklist and group critique for 80% accuracy.

County Name: Broward
Component Number: 5304151O
Inservice Points: 30
Title: Social Skills Techniques for teachers of middle/high school varying exceptionalities students (5 sessions-60 hours)

RATIONALE:

Exceptional student educators need to focus on their students' need for appropriate social skills. They need a practical format for assessment, a strategy for teaching the skill, and an awareness of techniques for training generalization of the skill to outside areas.

Exceptional students do not independently acquire the social skills required for success in school, at home, on the job, and in the community. Exceptional student educators can incorporate the training of these skills into their classrooms.

GENERAL OBJECTIVE:

Dr. Gary L. Adams and Dr. B. Keith Lenz of Florida Atlantic University will present a week long workshop on the topic of Social Skills. Participants will be exposed to: A useful assessment system, curriculum that can be incorporated into the classroom, and techniques for training generalization.

SPECIFIC OBJECTIVES:

Participants will:

1. Distinguish between "social competence" and "social performance".
2. Identify the essential components of specific commercially prepared social skill training programs.
3. Explain the difference between screening and problem identification.
4. Identify the essential components of a social skill specification (1 skill).
5. Identify the major components of a social skill presentation.
6. List the steps in presenting an effective social skill model for secondary level VE students.
7. Identify the characteristics of an effective role play.
8. Identify techniques that will promote social skills generalization with secondary level VE students.
9. Utilize methods for evaluating social skills programs.
10. Utilize effective methods of curriculum evaluation and development in designing a social skill module.

KEY

Social Skills Techniques For
Teachers of Middle/High School
Varying Exceptionalities Students

Competency Exam

Obj #1

1. A student with a social interaction skill deficit ...

a. has the ability to use the skill but chooses not to.
b. has the ability to use the skill but does so incorrectly.
c. does not have the ability to use the skill.
d. has the ability to use the skill and does so correctly.

2. A student with a social interaction performance deficit...

a. has the ability to use the skill but chooses not to use it.
b. does not have the ability to use the skill but uses it incorrectly.
c. does not have the ability to use the skill.
d. has the ability to use the skill.and does so correctly.

3. A person who is socially competent...

a. can perceive situations where social skills can be used.
b. can discriminate which social skill is appropriate for a given situation.
c. can perform the appropriate skill in such a way that there is a high likelihood of positive consequences.
d. is motivated to perform the skill.
e. all of the above

4. Performance of a social skill is dependent on a person's ...

a. knowledge of verbal and nonverbal skill steps.
b. ability to translate skill steps into specific behaviors that apply to a particular situation.
c. ability to respond to the other person's feedback.
d. ability to organize the components into a flowing interaction.
e. all of the above

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5. The Aggression Replacement Training program has three components, these are;

a. moral education, biofeedback, and behavior therapy.
b. asset, anger control training, and moral education.
c. structured learning, anger control training, and moral education.
d. structured learning, skillstreaming, and moral education.

DJ #2

6. The Skillstreaming curriculum consists of four components, these are;

a. assessment, placement, training, and generalization.
b. screening, placement, role playing, transfer training, and coaching.
c. assessment, modeling, role-telling and generalization.
d. modeling, role playing, performance feedback, and transfer training.

7. The Kansas Social Skills Curriculum, to be published soon by AGS, uses what medium to model social interaction strategies?

a. video cassettes
b. audio cassettes
c. live performance
d. comic books

8. What type of example does the Oregon-based ACCESS social skills curriculum, soon to be published by PRO-ED, use to introduce a social skill?

a. a positive example described by the teacher
b. a positive example presented in student-read scripts
c. a negative example described by the teacher
d. a negative example presented by the teacher

9. The Walker Gate System was designed to

a. identify those students who are at high risk for milod behavior problems that could impair school adjustment.
b. screen students for inclusion in programs for behavior disorders.
c. generate baseline data related to verbal and nonverbal social skill deficits.
d. none of the above

Obj #3

10. During what stage of The Walker Gate System is the student's behavior observed and recorded in the classroom and playground settings.

a. stage one
b. stage two
c. stage three
d. stage four

11. The Walker - McConnell Test of Children's Social Skills is ...

a. a criterion referenced instrument.
b. a norm referenced test.
c. a and b above.
d. none of the above

12. Which of the following is an example of a social skills screening instrument/procedure?

a. The Walker Gate System
b. The Walker - McConnell Test
c. Role Play Tests
d None of the above
e. All of the above

Obj #4

13. The strategy steps of a social skill specification include which of the following components?

a. verbal steps
b. nonverbal steps
c. rationales
d. a and b only
e. all of the above

14. Which of the following is not a specification needed to develop and teach a social skill?

a. explanation
b. rationale
c. general characteristics
d. situation examples
e. modeling procedures

Obj #4

15. In the social skill specification process, the rules for each social skill are the accepted _____ guidelines for using a skill.

a. peer-oriented
b. adult-demanded
c. societal
d. research-based

16. The ABC's of the specification include ...

a. facial expression, proximity, voice tone, and body stance.
b. assessment, behavior therapy, and communication skills.
c. voice tone, expression, topic, and skill practice.
d. assignment of skill, behavior change, and collection of data.

17. During the presentation, it is important to ...

a. obtain a commitment to learn.
b. distribute a list of strategy steps.
c. provide a rationale for skill use.
d. obtain student commitment.
e. all of the above

Obj #5

18. During the specific to general social skill presentation option ...

a. the steps would be modeled before the situational cues are presented.
b. the situational cues would be presented before the steps are modeled.
c. the modeling would occur simultaneously with the presentation of situational cues.
d. all of the above
e. none of the above

19. The purpose of the presentation step in the social skill training program is to ...

a. teach the social skill to mastery.
b. provide effective models and practice.
c. describe the social skill and how it should be used.
d. demonstrate several times how the skill should be performed correctly.

Obj #5

20. In the presentation step the student should be required to . . .

a. answer questions.
b. role play.
c. model.
d. generalize.
e. all of the above

21. Which of the following is an essential component of an effective modeling session ...

a. all skill steps are presented for the first time in sequence.
b. appropriate body communication signals are defined for the first time.
c. a video cassette, audio recording, or live performance demonstration of the interaction strategy is presented
d. all of the above are requirements.
e. none of the above are components.

Obj #6

22. In general, the least effective type of modeling session for social skills training occurs when _____ are used to provide the models.

a. videotapes of adolescent interactions
b. live performances by adolescents
c. audio tapes of adult interactions
d. adolescent-read scripts

23. The primary purpose of the modeling step is to ...

a. provide demonstrations of negative examples of the social skill.
b. provide demonstrations of positive examples of the social skill.
c. provide role play practice of each social skill.
d. assist the student in generalizing the social skill.

24. A critical feature of the modeling step is

a. teacher identification of the skill components.
b. student identification of the skill components.
c. learner role playing of the skill components.
d. student practice of the sail components.
e. rationales for using the skill.

25. During advanced practice of the interaction strategy, three types of practice conditions should occur. These are:

a. behavioral, educational, and play.
b. contrived, natural, or role playing.
c. home, school, and community/work.
d. all of the above
e. none of the above

obj # 7

26. Who should be responsible for charting student scores and progress on each individual role play performance.

a. the teacher
b. the other students
c. the student
d. all of the above

27. During the initial stages of the role play practice period of social skills training, the student learning the strategy usually performs the role play with ...

a. the teacher.
b. another student who knows the skill.
c. with a student who does not have the skill.
d. with an aide.

28. If students are reluctant to role play, a contolled practice condition called _____ is conducted.

a. desensitization training
b. the trial interaction activity
c. the role-play game
d. "chicken"
e. none of the above

29. During the generalization phase the students' are rated on their use of the interaction strategy ...

obj #8

a. in an unstructured environment.
b. in a structured environment.
c. in the regular classroom.
d. all of the above
e. none of the above

Obj #8

30. The student must have a rationale for using the interaction strategy

a. after it is taught.
b. before it is taught.
c. while it is taught.
d. all of the above
e. both b and c

31. Whose responsibility is it to obtain each student's ratings during the generalization phase.

a. the parents
b. the teacher
c. the student
d. all of the above

32. Which of the following is not a generalization phase?

a. antecedent generalization
b. concurrent generalization
c. subsequent generalization
d. independent generalization
e. transitional generalization

Obj #9

Match the form of evaluation with the appropriate type of evaluation information.

Type of Information		Type of Evaluation
33. independent generalization	e.	a. role play
34. subsequent generalization	c.	b. social skill checklist
35. skill mastery	a.	c. reg. teacher comments
36. curriculum decision-making	b.	d. screening instrument
		e. successful employment

Obj #10

37. Adoption in the curriculum development process refers to

a. selecting, modifying, and using published curriculum.
b. selecting and implementing available curricula.
c. developing, modifying and using curricula.
d. none of the above

Obj #10

38. Adaption in the curriculum development process refers to

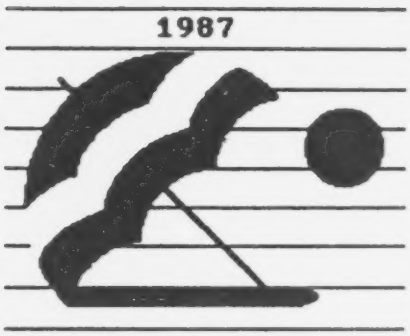
a. selecting, modifying, and using published curriculum.
b. selecting and implementing available curricula.
c. developing, modifying and using curricula.
d. none of the above

39. Curriculum development in this social skills inservice refers to

a. reviewing and selecting curricula.
b. utilizing aspects of various curricula.
c. writing curricula based on effective delivery models.
d. integrating curriculum with current program needs.
e. all of the above

40. Although a curriculum is evaluated primarily on its effectiveness with students, the next most important aspect of evaluation is its _____.

a. packaging
b. management system
c. social validity
d. cost



ESE SUMMER INSTITUTE

WHO: Teachers of Secondary
Exceptional Student Education Students

WHAT: 72 hours of inservice training
plus a stipend of $12.50 per hour

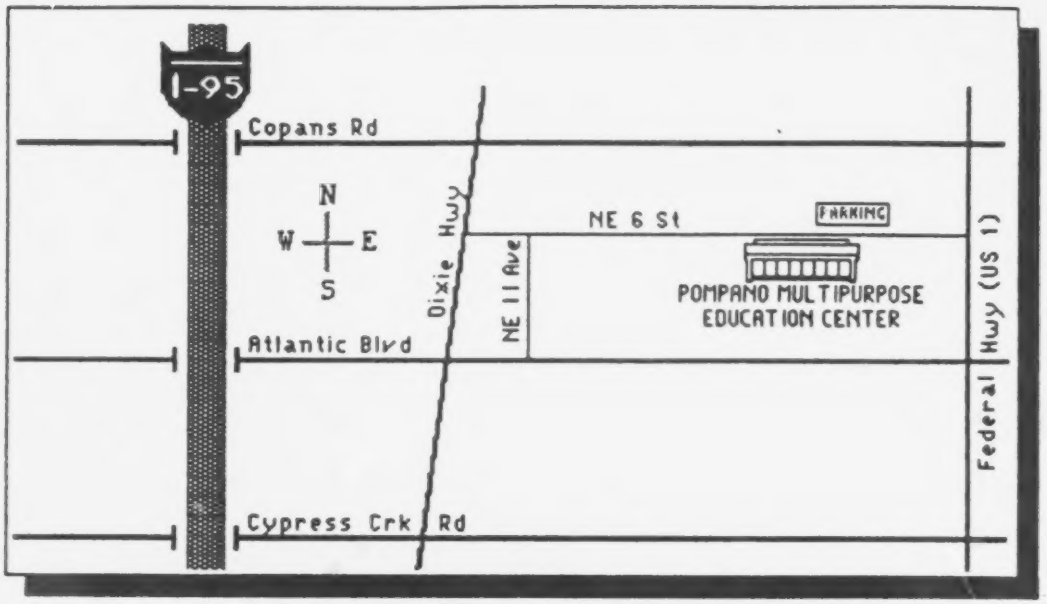
WHEN: July 6 - August 14

Mondays will be spent in class from 8:00 - 2:30 pm at Pompano Multipurpose Education Center.

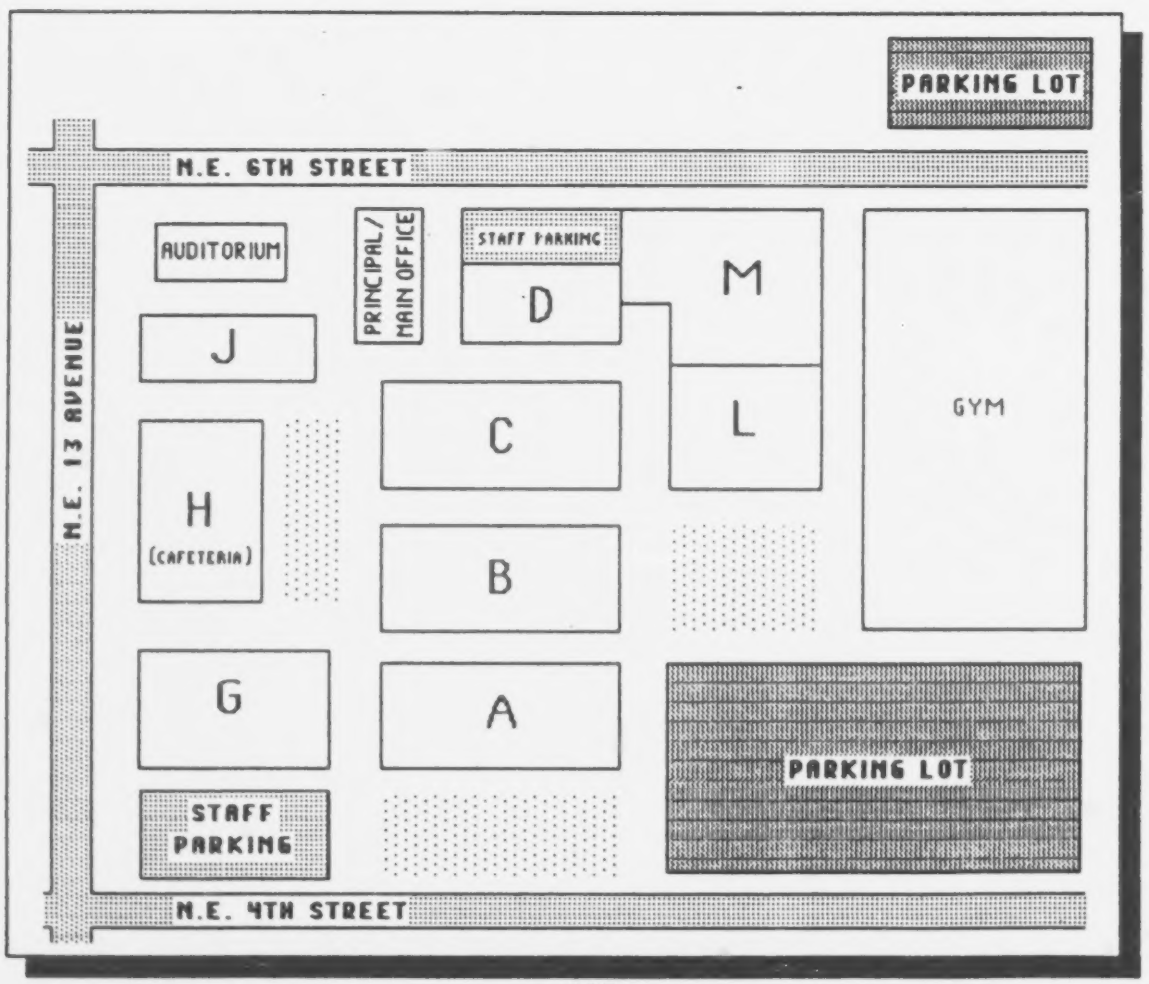
Tuesdays through Fridays will be spent at an assigned school for 1 1/2 hours implementing learned strategies with students.

WHERE: Pompano Multipurpose Education Center
Building C, Room 135
1400 NE 6th Street
Pompano Beach (786-7733)

P.S. You can bring your own lunch or order from a local deli. Dress casual and feel free to bring a "comfortable" chair.



POMPANO MULTIPURPOSE EDUCATION CENTER
1400 NE 6TH STREET, POMPANO BEACH



1987 SUMMER INSERVICE INSTITUTE COMPONENTS FOR EXCEPTIONAL STUDENT EDUCATION

TRAINING FOR SLD/EH MIDDLE SCHOOL ESE TEACHERS — 36 Inservice Points (Maximum) — COMPONENT NO. 53042510

GENERAL OBJECTIVE	SPECIFIC OBJECTIVES	PROCEDURES/ACTIVITIES	EVALUATION
1.0 To provide opportunity for SLD and EH middle school teachers to develop necessary knowledge base and demonstrate competencies related to the implementation of the Strategies Intervention Model which provides for the acquisition of independent learning and behavior strategies for mainstreamed SLD and EH adolescents.	1.1 Demonstrate proficiency in the acquisition of the knowledge base essential to the implementation of the Strategies Intervention Model. 1.2 Demonstrate the essential teaching behaviors to facilitate the acquisition and generalization of learning strategies such as: A. Sentence Writing B. Paraphrasing C. Word Identification Strategy D. Assignment Completion and Mnemonic Strategy 1.3 Demonstrate coaching behaviors including providing feedback and problem solving. 1.4 Demonstrate scoring and student record keeping procedures.	1.1.1 - 1.4.1 This training will take place over a six week period. Teachers will attend 12 half day session (36 hours) of training in the essential teaching competencies needed for instruction of learning and behavioral strategies with adolescents. The training will be provided by personnel trained in the University of Kansas Learning Strategies. (KUIRLD)	1.1 - 1.4 The degree to which the objectives were achieved will be determined by written assessment and observation as determined by KUIRLD. The participant will demonstrate knowledge and competencies specified in the training components of knowledge, and presentation of the Strategies Intervention Model. Evaluation criteria will be 80% of the specified objectives. Participants' perception of value and adequacy of training will be assessed on a form provided by the Bureau of Education for Exceptional Students, Department of Education.

TRAINING FOR SLD/EH MIDDLE SCHOOL ESE TEACHERS (STUDENT PARTICIPATION) — 36 Inservice Points (Maximum) — COMPONENT NO. 53043510

GENERAL OBJECTIVE	SPECIFIC OBJECTIVES	PROCEDURES/ACTIVITIES	EVALUATION
1.0 To provide opportunity for SLD and EH middle school teachers to develop necessary knowledge based and demonstrate competencies related to the implementation of the Strategies Intervention Model which provides for the acquisition of independent learning and behavior strategies for mainstreamed SLD and EH adolescents.	1.1 Demonstrate the essential teaching behaviors to facilitate the acquisition and generalization of learning strategies such as: A. Sentence Writing B. Paraphrasing C. Work Identification Strategy D. Assignment Completion and Mnemonic Strategy 1.2 Demonstrate coaching behaviors including providing feedback and problem solving. 1.3 Demonstrate scoring and student record keeping procedures. 1.4 Successfully teach two strategies (minimum requirement) to students through completing of the Activation phase of the Generalization step.	1.1.1 - 1.4.1 This training will take place over a six week period. Participants will teach two strategies to middle school students attending summer school in 18 half day sessions (36 hours). The training will be provided by personnel trained in the University of Kansas Learning Strategies (KUIRLD).	1.1 - 1.4 The degree to which the objectives were achieved will be determined by observation by KUIRLD perscnnel. The participant will demonstrate knowledge and competencies specified in the training components of presentation and implementation of the Strategies Intervention Modle. Evaluation criteria will be 80% of the specified objectives. Participants' perception of value and adequacy of training will be assessed on a form provided by the Bureau of Education for Exceptional Students, Department of Education.

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County Name: Broward

Component Number: 53042510(36) & 53043510(36)

Inservice Points: 72

Title: Exceptional Student Education (ESE) Summer Institute
Secondary Learning Strategies

GENERAL OBJECTIVES:

This component will provide opportunity for SLD and EH secondary teachers to develop a necessary knowledge base and demonstrate competencies related to the implementation of the Strategies Intervention Model (SIM). SIM provides for the acquisition of independent learning and behavior strategies for mainstreamed SLD and EH adolescents.

SPECIFIC OBJECTIVES:

1. Demonstrate understanding of the components of the University of Kansas Strategies Intervention Model.

2. Demonstrate proficiency in the acquisition steps of the Strategies Intervention Model.

3. Identify procedures in the generalization step of the Strategies Intervention Model.

4. Demonstrate the essential teaching behaviors to facilitate the acquisition and generalization of the Word Identification Strategy.

5. Demonstrate the essential teaching behaviors to facilitate the acquisition and generalization of Social/Interaction Skills.

6. Demonstrate knowledge of the rationales, purpose, and instructional steps of the Sentence Writing Strategy.

7. Demonstrate knowledge of the rationales, purpose, and instructional steps of the Paraphrasing Strategy.

8. Demonstrate appropriate procedures for scoring students' responses for each of the strategies presented.

9. Develop and demonstrate the effective use of Advance Organizers in the instructional setting.

10. Incorporate an appropriate management system for facilitating the Learning Strategies Curriculum.

11. Demonstrate proficiency in providing feedback to the student at each phase of strategies instruction.

12. Demonstrate awareness of the Cooperative Planning system as it relates to generalization.

MJM:cjs
7/6/87

ESE SUMMER INSTITUTE
SECONDARY LEARNING STRATEGIES
July 6 - August 14, 1987

PRE and POST TEST

NAME: _____ DATE: _____

DIRECTIONS: Circle the letter of the best answer.

1. Learning Strategies is only 4% of the:

   a. curriculum component.
   b. strategies intervention model.
   c. instructional component.
   d. all of the above.

2. The acquisition steps are part of the:

   a. curriculum component.
   b. strategies intervention model component.
   c. instructional component.
   d. organizational component.

3. The curriculum component includes all of the following except:

   a. social skills.
   b. generalization skills.
   c. transition skills.
   d. executive skills.

4. The cooperative planning component is part of:

   a. curriculum.
   b. instruction.
   c. acquisition.
   d. organization.

5. There are _____ acquisition steps in each learning strategy.

   a. 6
   b. 7
   c. 8
   d. 9

6. Which acquisition step is concerned with facilitating the remembering of the strategy?

   a. describe
   b. controlled practice
   c. verbal rehearsal
   d. grade appropriate practice

7. Which acquisition step is concerned with facilitating learner awareness of the strategy?

   a. describe
   b. controlled practice
   c. verbal rehearsal
   d. grade appropriate practice

8. Which acquisition step is used so the students can witness all of the cognitive processes involved in the strategy?

   a. describe
   b. model
   c. verbal rehearsal
   d. controlled practice

9. The purposes of generalization activities would include all of the following except to:

   a. promote student adaptation of the skills.
   b. promote skill use without teacher assistance.
   c. make the student take responsibility for generalization.
   d. promote generalization within the special education setting.

10. The purposes of subsequent generalization activities would include all of the following except to:

    a. promote mastery of the post test.
    b. help the student determine cues for skill use.
    c. promote generalization across settings.
    d. promote maintenance of the skills.

11. The total number of assignments required of the student during generalization is:

    a. 10.
    b. 5 from the teacher, 3 from the student.
    c. 6 from the teacher, 4 from the student.
    d. 8.

12. When a student is failing to use the strategy elsewhere, the best technique to employ is:

    a. follow the student into his/her other classes and cue them until they use the strategy.
    b. ask other teachers to cue the student.
    c. wish the student would generalize in other classes.
    d. begin activation tasks in your class and gradually increase the demands.

13. The Word Identification Strategy teaches students to:

    a. use a phonics approach to decode multisyllabic words.
    b. use morphographic spelling to decode unfamiliar words.
    c. employ diacritical marks to decode unfamiliar words.
    d. pronounce prefixes, suffixes and stems, and follow syllabication rules.

14. The use of tape recorders is recommended when teaching the Word Identification Strategy because they:

    a. allow students to enjoy themselves while learning the strategy.
    b. allow the teacher to score student practices at a more convenient time.
    c. encourage cooperative planning between the ESE teacher and the media specialist.
    d. promote student independence.

15. Mastery performance of the Word Identification Strategy requires:

    a. correct performance of the strategy.
    b. fluent use of the strategy.
    c. eighty percent mastery on the comprehension tests.
    d. both correct performance and fluent use of the strategy.

16. Students will be more successful using the Word Identification Strategy if they:

    a. read at or above the third grade level.
    b. can locate words in a dictionary.
    c. have some knowledge of phonic sounds.
    d. all of the above

17. Most teachers report that they enjoy teaching social skills for all of the following reasons except:

    a. social skills can be taught in a shorter period of time than published Kansas strategies.
    b. students receive credit for successive approximations of the task.
    c. the teacher is not required to score student performances.
    d. students are given the opportunity to evaluate the performance of their classmates.

18. Generalization of a social skill is determined by the student's performance of the skill:

    a. at home and in school.
    b. only in the regular classroom.
    c. in front of others in the ESE class.
    d. based on reports from the parents.

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19. Successful student performance of social skills requires that the teacher:

    a. employ the eight instructional steps for acquisition.
    b. allow the students to practice in small groups for at least thirty minutes each day.
    c. employ a mnemonic device when teaching the steps of the skill.
    d. allow at least one month for instruction in social skills.

20. Which one of the following steps is common to all social skills?

    a. using gestures
    b. interpreting body language
    c. asking questions
    d. body basics

21. The Sentence Writing Strategy uses the mnemonic:

    a. WRITER.
    b. PENS.
    c. SENTENCE.
    d. LETTER.

22. To reach mastery in simple sentences, _____ % of the sentences must be complete.

    a. 70
    b. 80
    c. 90
    d. 100

23. All of the following are the formulas for simple sentences <u>except</u>:

    a. SV
    b. SSVV
    c. SSSV
    d. SVV

24. When activation of simple sentences has begun, the student should:

    a. begin the next sentence type.
    b. begin generalization.
    c. take the posttest.
    d. begin writing paragraphs.

25. Instruction in the Paraphrasing Strategy will enable the student to:

    a. understand and remember written information.
    b. understand and remember information presented verbally.
    c. determine main ideas and details in a written passage.
    d. put words, phrases, and sentences into his/her own words.

26. When administering the pretest for the Paraphrasing Strategy, the teacher should use:

    a. a textbook from the regular content class.
    b. a newspaper.
    c. a textbook from the ESE class.
    d. a textbook written at the student's functional reading level.

27. When scoring student performance in the Paraphrasing Strategy, the student receives credit for:

    a. determining the main idea and all details in each paragraph.
    b. paraphrasing the main idea and two details in each paragraph.
    c. outlining the main idea and details in each paragraph.
    d. outlining the main idea and details in each reading passage.

28. Which of the following is <u>not</u> a requirement for a paraphrase?

    a. It must contain a complete thought with both subject and verb.
    b. It must contain new and useful information.
    c. Only one general statement per paragraph is allowed.
    d. It must be a complete sentence.

29. Whenever possible, the student should be responsible for plotting his/her scores on the student progress chart because:

    a. it promotes student independence.
    b. it frees the teacher to do other things.
    c. it teaches the student how to use graphs.
    d. it allows the student to correct his mistakes.

30. When scoring student responses for the Word Identification Strategy, <u>do not</u> score a word as incorrect if the student:

    a. mispronounces or omits any sound in the word.
    b. omits the word as the passage is read.
    c. substitutes a different word for the word that appears in the passage.
    d. inserts a word that does not appear in the passage.

31. Mastery performance for the Paraphrasing Strategy is:

    a. 80% for both paraphrasing and comprehension.
    b. 70% for both paraphrasing and comprehension.
    c. 70% for comprehension only.
    d. 80% for paraphrasing, 70% for comprehension.

32. The only published Kansas strategy which employs a student progress chart specifically for generalization is:

    a. Sentence Writing
    b. Paraphrasing
    c. Word Identification
    d. Error Monitoring

33. Advance Organizers should include all of the following except:

    a. a brief summary of the lesson.
    b. deadlines for future assignments.
    c. materials needed by the student to complete the assignment.
    d. directions for completing the assignment.

34. Research indicates that low-achieving students benefit from the use of Advance Organizers because:

    a. they are unable to focus attention on a given task.
    b. they lack organizational skills to get started on instructional activities.
    c. teachers rarely begin instruction promptly.
    d. teachers generally give poor oral directions.

35. Research indicates that low-achieving students see significant gains in academic performance when Advance Organizers are used:

    a. before major tests.
    b. by both the ESE teacher and their regular teachers.
    c. in place of an outline.
    d. in the ESE class.

36. The Advance Organizer can be used best in all of the following areas except:

    a. secondary content.
    b. basic skills.
    c. learning strategies.
    d. inquiry/inductive/discovery teaching.

37. Use of an appropriate management system for the Learning Strategies Curriculum would include all of the following except:

    a. locating and reproducing instruction materials.
    b. maintaining student progress charts, assignment sheets, and score sheets.
    c. utilizing Assertive Discipline.
    d. grouping students according to need and performance levels.

38. The student folder for each learning strategy should:

    a. be maintained by the student.
    b. be maintained by the teacher or an aide.
    c. be sent home to the parent and signed.
    d. turned in to the teacher at the end of each marking period.

39. Which of the following is not provided in the teacher's manual for each of the published strategies?

a. evaluation guidelines
b. how to trouble shoot
c. materials for grade-appropriate practices
d. goals and objectives

40. Assignment sheets are helpful for managing instruction in a variety of strategies because they:

a. force the teacher to prepare in advance.
b. promote organization and independence of the group.
c. prepare the student for each day's activities.
d. can easily be used in all classes.

41. In providing feedback to the students, you should begin by telling the student _____ thing(s) he did well.

a. 1
b. 2
c. 3
d. 4

42. In providing feedback, you should include all of the following components except:

a. it should be immediate.
b. it should be given to the group.
c. it should be positive.
d. it should be corrective.

43. When reviewing requirements not met by the student, you should do all of the following except:

a. explain how a step was not followed.
b. tell the student to try harder.
c. make suggestions.
d. provide a model.

44. Corrective feedback should:

a. stress fluency in using the strategy.
b. be given for all of the mistakes.
c. be given as group feedback.
d. be given before positive feedback.

45. All of the following are examples of cooperative teaching skills except:

a. prompting.
b. modeling.
c. conferencing.
d. giving feedback.

46. The role of the ESE teacher in cooperative planning is to:

    a. tell the content teacher how to work with the ESE student.
    b. share frustrations about the student.
    c. tell the content teacher what assignments work best.
    d. provide assistance.

47. When determining the regular course requirements the student is not meeting, you should:

    a. tally the student's failures.
    b. analyze the demands of the teacher.
    c. conference with the student.
    d. meet with the teacher to discuss grades.

48. Generalization of strategies can be monitored through cooperative planning by:

    a. telling the teacher that the student should be using all of the strategies.
    b. showing teachers how to teach strategies.
    c. discussing the need for daily monitoring.
    d. emphasizing the importance of student strategy application in the content class.

MJM:cjs
7/6/87

ESE SUMMER INSTITUTE
SECONDARY LEARNING STRATEGIES
July 6 - August 14, 1987

PRE and POSTTEST
ANSWER KEY

		CORRESPONDING OBJECTIVES
1.	b	#1
2.	c	
3.	b	
4.	d	
5.	b	#2
6.	c	
7.	a	
8.	b	
9.	d	#3
10.	a	
11.	c	
12.	d	
13.	d	#4
14.	b	
15.	d	
16.	d	
17.	c	#5
18.	a	
19.	a	
20.	d	
21.	b	#6
22.	d	
23.	c	
24.	a	
25.	a	#7
26.	a	
27.	b	
28.	d	
29.	a	#8
30.	d	
31.	d	
32.	a	
33.	b	#9
34.	b	
35.	b	
36.	d	
37.	c	#10
38.	a	
39.	c	
40.	c	
41.	c	#11
42.	b	
43.	b	
44.	a	
45.	c	#12
46.	d	
47.	c	
48.	d	

MJM:cjs
7/6/87

The Nation's Largest Fully Accredited School System

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Pat Clark, Director
Exceptional Student Education
1400 Northeast 6 Street
Pompano Beach, Florida 33060
(305) 786-7709/7710

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Vice Chairperson
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Eileen S. Schwartz
Toni J. Siskin
William J. Leary, Ed.D.
Superintendent

July 2, 1987

Echo Heyer
Exceptional Student Education

Dear Echo:

Thank you for agreeing to serve as an instructor for the Social Skills and Behavior Management Summer Institute for elementary teachers of exceptional students. Please review the following information to be sure all the details are correct.

Date:	July 14 (Tuesday), July 21 (Tuesday), July 22, (Wednesday)
Time:	8:00 am - 2:30 pm (7/14), 8:00 am - 11:00 am (7/21-7/22)
Topic:	Behavior Management (7/14), Parenting Skills (7/21-7/22) Teaming with Kathy Guyer and Rick Foss
Materials:	Solution Book (7/14), Assertive Discipline for Parents (7/21) Parent Conference Book (7/22)

If you are providing handouts plan on distributing forty copies. Try to have the material ready for inclusion in the participants' 3-ring notebooks, if possible. Should you need assistance with duplication this can be arranged if materials are received at least two days prior to your scheduled date of instruction.

The training site has been relocated to the Pompano Multi-Purpose Education Center. Refer to the enclosed flyer for clarification of the location. Should you have any questions or concerns call Sally Creswell at 786-7725.

Your cooperation and enthusiasm is appreciated.

Sincerely,

Anne

Anne E. Mateer, Teacher on Task Assignment

AM/cbs
enclosure

cc: Sally Creswell, Curriculum Supervisor
Emotionally Handicapped Program

The Nation's Largest Fully Accredited School System

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Toni J. Siskin
William J. Leary, Ed.D.
Superintendent

July 2, 1987

Richard Foss
351 S.E. 6 Court
Pompano Beach, Fl. 33060

Dear Rich:

Thank you for agreeing to serve as an instructor for the Social Skills and Behavior Management Summer Institute for elementary teachers of exceptional students. Please review the following information to be sure all the details are correct.

Date:	July 21 (Tuesday), July 22 (Wednesday)
Time:	8:00 - 11:00 am (7/21), 8:00 - 11:00 am (7/22)
Topic:	Parenting Skills (7/21-7/22)
	Teaming with Kathy Guyer and Echo Heyer
Materials:	Assertive Discipline for Parents (7/21)
	Parent Conference Book (7/22)

If you are providing handouts plan on distributing forty copies. Try to have the material ready for inclusion in the participants' 3-ring notebooks, if possible. Should you need assistance with duplication this can be arranged if materials are received at least two days prior to your scheduled date of instruction.

The training site has been relocated to the Pompano Multi-Purpose Education Center. Refer to the enclosed flyer for clarification of the location. Should you have any questions or concerns call Sally Creswell at 786-7725.

Your cooperation and enthusiasm is appreciated.

Sincerely,

Anne Mateer

Anne E. Mateer, Teacher on Task Assignment

AM/cbs
enclosure

cc: Sally Creswell, Curriculum Supervisor
Emotionally Handicapped Program

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The Nation's Largest Fully *Accredited School System*

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

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Superintendent

July 2, 1987

Carrie Sedinger
Human Resource Development

Dear Carrie:

Thank you for allowing two of your employees to serve as instructors for the Social Skills and Behavior Management Summer Institute for elementary teachers of exceptional students. Please review the following information to be sure all the details are correct.

Date: July 13, 1987 (Monday)
Time: 11:30 am - 2:30 pm
Topic: Teacher Competencies
Materials: Handouts

If you are providing handouts plan on distributing forty copies. Try to have the material ready for inclusion in the participants' three-ring notebooks, if possible. The four multiple-choice assessment items should be sent to Vanessa Llera (Sally's secretary) by July 9.

The training site has been relocated to the Pompano Multi-Purpose Education Center. Refer to the enclosed flyer for clarification of the location. Should you have any questions or concerns call Sally at 786-7725.

Your cooperation and enthusiasm is appreciated.

Sincerely,

Anne

Anne E. Mateer, Teacher on Task Assignment

AM/cbs
enclosures

cc: Sally Creswell, Curriculum Supervisor
Emotionally Handicapped Program

The Nation's Largest Fully Accredited School System

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William J. Leary, Ed.D
Superintendent

July 2, 1987

Dr. Steve Linville
633 N.E. 16 Terrace
Ft. Lauderdale, Fl. 33304

Dear Steve:

Thank you for agreeing to serve as our instructor for the Social Skills and Behavior Management Summer Institute for elementary teachers of exceptional students. Please review the following information to be sure all the details are correct.

Date: July 20, 1987 (Monday)
Time: 8:00 - 2:30 pm
Topic: Communication and Self-Image Skills
Materials: Handouts

If you are providing handouts plan on distributing forty copies. Try to have the material ready for inclusion in the participants' three-ring notebooks, if possible. The eight multiple-choice assessment items should be sent to Vanessa Llera (Sally's secretary) by July 9.

You will receive a Consultant Agreement form to sign on July 20. This agreement will state that you will provide 1-1/4 days of consultation and preparation ($240.00) and one day of classroom instruction ($200.00). The total of 2-1/4 days shall not exceed payment of $450.00. Please bring two copies of your resume, one for my file and one for the Director of Broward County's Summer Institutes.

Refer to the enclosed flyer for directions to the training site. Should you have any questions or concerns call Sally Creswell at 786-7725.

Your cooperation and enthusiasm is appreciated.

Sincerely,

Anne

Anne E. Mateer, Teacher on Task Assignment

AM/cbs
enclosure
cc: Sally Creswell, Curriculum Supervisor, EH Program

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ESE SUMMER INSTITUTES

BUDGET

August 3, 1987

PARTICIPANTS

Elementary (Social Skills and Behavior Management)

# of teachers	= 27
# of total hours	= 1598
$ for stipends	= $25,968 (hours x $16.25)

Secondary (Learning Strategies)

# of teachers	= 6
# of total hours	= 432
$ for stipends	= $7,020 (hours x $16.25)

Seconday (Social Skills)

# of teachers	= 27
# of total hours	= 804
$ for stipends	= $13,065 (hours x $16.25)

$ Projected	= $59,535
$ Spent	= 46,053
	+ 13,482

INSTRUCTORS

Elementary (Social Skills & Behavior Management)

# of instructors	= 16
# of total hours	= 60
$ for preparation and instruction	= $2,210 (hours x $26)
Substitute paid for one day (The Quest)	= $65
Private Consultant	= $450 (2-1/4 days)

Secondary (Learning Strategies)

# of instructors	= 1
# of total hours	= 60
$ for preparation and instruction	= $1,560 (hours x $26)

COORDINATOR

Preparation, coordination, evaluation and follow up

# of personnel	= 1
# of total hours	= 196
$ for salary	= $5,096 (hours x $26)

MATERIALS

Elementary (Social Skills & Behavior Management)

# of orders	= 1
$ for materials	= $578

MISCELLANEOUS

Development of 5 rolls of color slides	= $50 (estimated)

(Receipt to be submitted later)

SCHOOL BOARD BUDGET

$ Projected	= $72,000
$ Spent	= 56,062
	+ $15,938

Grade	Program	# of teachers	# of hours (weekly	# of weeks	# of hours (total)	$ for participants	$ for university trainers	$ for district trainers	$ for materials	TOTAL	ALLOTTED
Elementary	Social Skills and Behavior Management	30	30	2	60	$28,350	$540	$2,115	$3,000	$34,005	$36,000
Middle	Learning Strategies	15	12	6	72	$17,010	--------	$2,538	$1,500	$21,048	$21,600
Middle High	Social Skills	30	30	1	30	$14,175	$1,350	$1,058	$3,000	$19,583	$18,000
PLAN A	TOTALS=	75	--	--	162	$59,535	$1,890	$5,711	$7,500	$74,636	$75,600

ESE SUMMER INSTITUTES
FUNDING SOURCES
August 3, 1987

1. ESE Department (5/87)

Materials	$ 8,400

2. HRD Department (5/87)

Materials	3,100

3. TEC/FAU hours (5/87)

Gary Adams 45 & 18	= 63 hours	
Keith Lenz	= 45 hours	
	108 hours @ $30	3,240

4. TEC/Barry U hours (5/87)

Anne Mateer	= 75 hours	
Merle Mazzarino	= 36 hours	
Linda Mills	= 15 hours	
	126 hours @ $30	3,780

5. School Board Budget (6/87)

Participants' stipends	
Instructors' salaries	
Coordinator's salary	
Materials	
Miscellaneous	72,000
TOTAL	= $ 90,520

ESE SUMMER INSTITUTES
July 1 - August 4, 1987
INSTRUCTORS

NAME	SS #	# HOURS PAID	$ SPENT (Hours x $26)
1. Camp, Annetta	414-94-7793	60	$ 1,560
2. Cottrell, Donald	232-96-4060	6	156
(The Quest Center----------sub for 1 day----------			65)
3. *DiBona, Kathy	099-38-6613	3	78
4. Finkelstein, Debra	138-52-7291	12	312
5. Foss, Rick	493-60-5759	6	156
6. Guyer, Kathy	267-19-0765	6	156
7. Heyer, Echo	265-46-1171	12	312
8. Liljestrand,Loretta	149-26-1700	6	156
9. Power, Margie	265-84-5746	10	260
10. *Roach, Bill	264-02-5989	6	156
11. Wloch, Janice	176-42-0489	18	468
12. Linville, Steve (Private Consultant)	233-80-1066	2.25 days	450
13. Mateer, Anne (Coordinator of the 3 institutes)	324-42-9666	196	5,096

*District level administrators who are being paid for preparation work done beyond regular job responsibilities. Memos previously written to this effect.

The Nation's Largest Fully Accredited School System

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

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Superintendent

August 3, 1987

TO: Mary Dorsey, Director
Inservice Education/Teacher Education Center

FROM: Sally Creswell, Curriculum Supervisor
Emotionally Handicapped Program

RE: Completion of TEC/University Hours

The university hours granted to the Exceptional Student Education (ESE) department for use with personnel involved with the three ESE Summer Institutes have been fulfilled. The following individuals have completed the work required for their respective institutes:

1. Dr. Gary Adams, Professor, FAU
   A. Secondary Summer Institute
      Total of 45 hours

   B. Elementary Summer Institute
      Total of 18 hours

2. Dr. Keith Lenz - Professor, FAU
   Secondary Summer Institute
   Total of 45 hours

3. Anne Mateer (324-42-9666) - Adjunct, Barry University
   Elementary Summer Institute
   Total of 75 hours
   2000 N.E. 56 Court #1
   Ft. Lauderdale, Fl. 33308

4. Merle Mazzarino (266-08-6099) - Adjunct, Barry University
   Secondary Summer Institute
   Total of 36 hours
   3052 S. Oakland Forest Dr. #2104
   Pakland Park, Fl. 33309
   (recently moved-new address)

Equal Opportunity Employer, Using Affirmative Action Guidelines

5. Linda Mills (157-48-4628) - Adjunct, Barry University
Secondary Summer Institute
Total of 15 hours
11108 Royal Palm Blvd.
Coral Springs, Fl. 33065

The ESE department appreciates the assistance that the Teacher Education Center has provided for the completion of our Summer Institutes.

Should you have any questions, I can be reached at 786-7725.

SC/vl

cc: Fay Clark, Director, Exceptional Student Education
Bruce Barron, TEC, Barry University
Jean Roberts, TEC, Florida Atlant University

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William J. Leary, Ed.D
Superintendent

May 20, 1987

TO: Elementary School Principals

THROUGH: Nicholas Fischer, Associate Superintendent
Instruction/Program Service

FROM: Fay Clark, Director, Exceptional Student Education

RE: Exceptional Student Summer Institute/
Social Skills and Classroom Management

The intention of the Exceptional Student Education Summer Institute program for elementary varying exceptionalities teachers is to provide each participant with sixty hours of intensive inservice training. They will receive $215 worth of materials for inclusion in their school's professional library and will be encouraged to share with their colleagues the teaching techniques which they will learn. Upon successful completion of the Summer Institute, teachers will receive a stipend of $12.50 per hour for a total of $750 for sixty hours of inservice credit. We know you will encourage their efforts.

Attached is the teacher application and course description for the 1987 ESE Summer Institute. Completion of an application does not guarantee acceptance at the institute due to funding uncertainty and selection procedures. Teachers who will be working with varying exceptionalities classes are eligible to apply.

The State of Florida did not fund the Summer Institute for exceptional education teachers for 1987. The School Board of Broward County will consider local funding of non-state funded summer institutes in June along with the general revenue budget. The Exceptional Education Summer Institute is one of several non-state funded programs. The School Board may chose to fund all, some, or none of the three ESE Summer Institute proposals.

Equal Opportunity Employer, Using Affirmative Action Guidelines

A committee of district and area personnel will make selections based upon equal participation of all three areas and a cross representation of years of experience. The selected participants will be notified by the last week of June.

Applications must be returned to Anne Mateer, ESE Pompano Multi-Purpose Center by June 10. Should you need further clarification, please call 786-7733.

FC/vl
attachment

cc: William J. Leary, Superintendent
Area Superintendents
Dianne Aucamp, Director, Human Resource Development
Jim Carswell, Supervisor, Summer Institute
All ESE Staff
ESE Department Heads
ESE Teachers

1987
Exceptional Student Education
Classroom Management/Social Skills
Elementary School Summer Institute
July 13 - 24, Nova High School, 8 - 2:30 PM

Each participant will receive a stipend of $ 750.00 ($12.50 per hour) and sixty inservice points. $ 215.00 worth of materials will be given to the school library for teacher use.

Pre and post tests will be given to determine the individual and group level of mastery. A minimum of 80% will be expected on the post test. The participants' and instructors' perceptions will also be assessed on a rating scale and essay evaluation form.

Exceptional Student Education desires to train varying exceptionalities elementary school teachers in a rigorous social skills and behavior management content and process training institute. This goal began with the 1986 Summer Institute and will continue with the training of thirty teachers in a sixty hour inservice program which includes "student characteristics, acceptable modifications, effective teaching techniques... and teaching strategies." (Broward Compact-B19)

The instructional approaches suggested in the November, 1986 report to the United States Secretary of Education, Educating Students With Learning Problems- A Shared Responsibility, issued by the Office of Special Education and Rehabilitative Services (OSERS) reaffirms this rationale. "Instruction in social skills should be emphasized to counteract stigmatization and to reinforce self-esteem." (OSERS Report)

Thirty teachers of specific learning disabled, emotionally handicapped and mentally handicapped students will be taught social skills, behavior management and parenting techniques that aid in the diagnosis, prescription, and management of their students.

University personnel, and district staff will focus on curriculum that can be incorporated into the daily academic program, as well as the mainstream environment. The ability to assess social skills deficiencies will be combined with remediation strategies. Behavior management procedures will be identified and demonstrated for use within the classroom.

APPLICATION
1987
Exceptional Student Education
Social Skills and Classroom Management
Elementary School Summer Institute
July 13 - 24, Nova High School, 8 - 2:30 p.m.

Name_____ S.S.#_____

Current School_____ Area (circle one) N C S

School telephone number_____ Home_____

Home address street_____

city _____ Zip_____

If phone number or address is different after June 19, please indicate.

	LD	EMH	EH
Current assignment 1986-87 (check one or more that apply)			
Projected assignment 1987-88 (check one or more that apply)			

This application does not guarantee acceptance at the Summer Institute. You will be notified by the last week in June.

Please return no later than June 10 to: Anne Mateer
ESE Pompano
786-7733

The Nation's Largest Fully Accredited School System

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Fay Clark, Director
Exceptional Student Education
1400 Northeast 6 Street
Pompano Beach, Florida 33060
(305) 786-7709/7710

Neil Sterling
Chairperson
Lori Nance Parrish
Vice Chairperson
Jan R. Cummings
Robert D. Parks
Donald J. Samuels
Eileen S. Schwartz
Toni J. Siskin
William J. Leary, Ed.D.
Superintendent

June 26, 1987

Ms. Emily Sikowski
2310 N. E. 12 Court
Ft. Lauderdale, Fl. 33304

Dear Emily:

You have been selected to participate in the Social Skills and Behavior Management Summer Institute for elementary teachers of exceptional students. Upon successful completion of this ESE Summer Institute you will receive a stipend of $750.00 ($12.50 per hour), sixty hours of inservice credit, and numerous materials for inclusion in your school's professional library.

The training site has been relocated to the Pompano Multi-Purpose Education Canter. Refer to the enclosed flyer for clarification of the location and dates.

Should you be unable to attend all or part of this inservice training, please call 786-7733 immediately so an alternate can be chosen.

Thank you for your patience and have a great summer.

Sincerely,

Fay L. Clark

Fay L. Clark
Director

FC/vl
enclosure

cc: Principal, Pembroke Pines Elementary

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The Nation's Largest Fully Accredited School System

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Fay Clark, Director
Exceptional Student Education
1400 Northeast 6 Street
Pompano Beach, Florida 33060
(305) 786-7709/7710

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Toni J. Siskin
William J. Leary, Ed.D.
Superintendent

June 26, 1987

Ms. Kathy Strehler
5903 N. W. 57 Court D114
Ft. Lauderdale, Fl. 33319

Dear Kathy:

You have been selected as an alternate for the Social Skills and Behavior Management Summer Institute for elementary teachers of exceptional students. Should one of the participants be unable to attend, you will immediately be called at home.

The training site has been relocated to the Pompano Multi-Purpose Education Center. Refer to the enclosed flyer for clarification of the location and dates. Call 786-7733 if you need additional information about this ESE Summer Institute.

Thank you for your patience and have a great summer.

Sincerely,

Fay L. Clark

Fay L. Clark
Director

FC/vl
enclosure

210

The Nation's Largest Fully Accredited School System

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Fay Clark, Director
Exceptional Student Education
1400 Northeast 6 Street
Pompano Beach, Florida 33060
(305) 786-7709/7710

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Vice Chairperson
Neil Sterling
Thomas A. Evans
Marie H. Harrington
Lori Nance Parrish
Donald J. Samuels
Toni J. Siskin
Superintendent
William J. Leary, Ed D

June 26, 1987

Ms. Mary F. Garrett
8877 N. W. 3 Court
Coral Springs, Fl. 33071

Dear Mary:

You were not selected to participate in the Social Skills and Behavior Management Summer Institute for elementary teachers of exceptional students.

Unfortunately, only thirty of the one hundred and ninety teachers who applied for the ESE Summer Institutes were able to be chosen. Please do not allow this to discourage you from applying for future inservice training activities.

Thank you for your patience and have a great summer.

Sincerely,

Fay L. Clark
Director

FC/vl

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Fay Clark, Director
Exceptional Student Education
1400 Northeast 6 Street
Pompano Beach, Florida 33060
(305) 786-7709/7710

Neil Sterling
Chairperson
Lori Nance Parrish
Vice Chairperson
Jan R. Cummings
Robert D. Parks
Donald J. Samuels
Eileen S. Schwartz
Toni J. Siskin
William J. Leary, Ed.D
Superintendent

May 20, 1987

TO: High School Principals
Middle School Principals

THROUGH: Nicholas Fischer, Associate Superintendent
Instruction/Program Service

FROM: Fay Clark, Director, Exceptional Student Education

RE: Exceptional Student Summer Institute/
Social Skills

The intention of the Exceptional Student Education Summer Institute program for high and middle school varying exceptionalities teachers is to provide each participant with thirty hours of intensive inservice training. They will receive $50 worth of materials for inclusion in their school's professional library and will be encouraged to share with their colleagues the teaching techniques which they will learn. Upon successful completion of the Summer Institute, teachers will receive a stipend of $12.50 per hour for a total of $375 for thirty hours of inservice credit. We know you will encourage their efforts.

Attached is the teacher application and course description for the 1987 ESE Summer Institute. Completion of an application does not guarantee acceptance at the institute due to funding uncertainty and selection procedures. Teachers who will be working with varying exceptionalities classes are eligible to apply. Secondary teachers may apply for one institute only.

The State of Florida did not fund the Summer Institute for exceptional education teachers for 1987. The School Board of Broward County will consider local funding of non-state funded summer institutes in June along with the general revenue budget. The Exceptional Education Summer Institute is one of several non-state funded programs. The School Board may chose to fund all, some, or none of the three ESE Summer Institute proposals.

A committee of district and area personnel will make selections based upon equal participation of all three areas and a cross representation of years of experience. The selected participants will be notified by the last week of June.

Applications must be returned to Anne Mateer, ESE Pompano Multi-Purpose Center by June 10. Should you need further clarification, please call 786-7733.

FC/vl
attachment

cc: William J. Leary, Superintendent
Area Superintendents
Dianne Aucamp, Director, Human Resource Development
Jim Carswell, Supervisor, Summer Institute
All ESE Staff
ESE Department Heads
ESE Teachers

1987
Exceptional Student Education
Social Skills Training
Secondary School Summer Institute
July 6-10, Nova High School, 8-2:30 PM

Each participant will receive a stipend of $ 375.00 ($12.50 per hour) and thirty inservice points. $ 50.00 worth of materials will be given to the school library for teacher use.

Pre and post tests will be given to determine the individual and group level of mastery. A minimum of 80% will be expected on the post test. The participants' and instructors' perceptions will also be assessed on a rating scale and essay evaluation form.

Exceptional Student Education desires to train varying exceptionalities secondary school teachers in a rigorous social skills content and process training institute. Thirty teachers will be trained in a thirty hour inservice program which includes "student characteristics, acceptable modifications, effective teaching techniques...and teaching strategies." (Broward Compact-B19) This goal will be achieved through the development of strategies for intergrating "life management skill into the curriculum." (Broward Compact-B16)

The instructional approaches suggested in the November, 1986 report to the United States Secretary of Education, Educating Students With Learning Problems-A Shared Responsibility, issued by the Office of Special Education and Rehabilitative Services (OSERS) reaffirms this rational. "Instruction in social skill should be emphasized to counteract stigmatization and to reinforce self-esteem." (OSERS Report)

Thirty teachers of specific learning disabled emotionally handicapped and mentally handicapped students will be taught five social skills techniques that aid in the diagnosis, prescription, and management of their students.

University personnel and district staff will focus on curriculum that can be incorporated into the daily academic program, as well as the mainstream environment. The ability to assess social skills deficiencies will be combined with remediation strategies. An intervention curriculum designed to teach prosocial alternative behaviors will be modeled to meet the needs of individual students.

APPLICATION
1987
Exceptional Student Education
Social Skills Training
Secondary School Summer Institute
July 6-10, Nova High School, 8-2:30 p.m.

Name_____S.S.#_____

Current School_____Area (circle one) N C S

School telephone number_____Home_____

Home address street_____

city _____Zip_____

If phone number or address is different after June 19, please indicate.

	LD	EMH	EH
Current assignment 1986-87 (check one or more that apply)			
Projected assignment 1987-88 (check one or more that apply)			

This application does not guarantee acceptance at the Summer Institute. You will be notified by the last week in June.

Please return no later than June 10 to: Anne Mateer
ESE Pompano
786-7733

The Nation's Largest Fully Accredited School System

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Fay Clark, Director
Exceptional Student Education
1400 Northeast 6 Street
Pompano Beach, Florida 33060
(305) 786-7709/7710

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Eileen S. Schwartz
Toni J. Siskin
William J. Leary, Ed.D.
Superintendent

May 20, 1987

TO: Middle School Principals
High School Principals

THROUGH: Nicholas Fischer, Associate Superintendent
Instruction/Program Service

FROM: Fay Clark, Director, Exceptional Student Education

RE: Exceptional Student Summer Institute/
Learning Strategies

The intention of the Exceptional Student Education Summer Institute program for middle and high school varying exceptionalities teachers is to provide each participant with seventy-two hours of intensive inservice training. They will receive $141 worth of materials for inclusion in their school's professional library and will be encouraged to share with their colleagues the teaching techniques which they will learn. Upon successful completion of the Summer Institute, teachers will receive a stipend of $12.50 per hour for a total of $900 for seventy-two hours of inservice credit. We know you will encourage their efforts.

Attached is the teacher application and course description for the 1987 ESE Summer Institute. Completion of an application does not guarantee acceptance at the institute due to funding uncertainty and selection procedures. Teachers who will be working with varying exceptionalities classes are eligible to apply. Secondary teachers may apply for one institute only.

The State of Florida did not fund the Summer Institute for exceptional education teachers for 1987. The School Board of Broward County will consider local funding of non-state funded summer institutes in June along with the general revenue budget. The Exceptional Education Summer Institute is one of several non-state funded programs. The School Board may chose to fund all, some, or none of the three ESE Summer Institute proposals.

A committee of district and area personnel will make selections based upon equal participation of all three areas and a cross representation of years of experience. The selected participants will be notified by the last week of June.

Applications must be returned to Anne Mateer, ESE Pompano Multi-Purpose Center by June 10. Should you need further clarification, please call 786-7733.

FC/vl
attachment

cc: William J. Leary, Superintendent
Area Superintendents
Dianne Aucamp, Director, Human Resource Development
Jim Carswell, Supervisor, Summer Institute
All ESE Staff
ESE Department Heads
ESE Teachers

1987
Exceptional Student Education
Learning Strategies Training
Secondary School Summer Institute
July 6 - August 14, Various locations and times

Two state certified Strategies Intervention Model trainers will conduct classes two mornings per week. The remaining three mornings will be spent supervising the fifteen teachers who are implementing the learned strategies with a group of learning disabled and/or emotionally handicapped summer school students. Instruction will focus on curriculum that covers six strategies; social skill, sentence writing, word identification, paraphrasing, error monitoring and mnemonics.

Each participant will receive a stipend of $ 900.00 ($12.50 per hour) and seventy-two inservice points. $ 141.00 worth of materials will be given to the school library for teacher use.

Pre and post tests will be given to determine the individual and group level of mastery. A minimum of 80% will be expected on the post test. The participants' and instructors' perceptions will also be assessed on a rating scale and essay evaluation form.

Exceptional Student Education desires to train every varying exceptionalities middle school teacher of standard diploma - seeking students in mainstream classes, in the Learning Strategies Intervention Model. This goal will be partially fulfilled through the training of fifteen teachers in a Summer Institute program that "demonstrates exemplary teaching methods in academic areas, incorporates critical thinking skills,... and develops a child's individual talents without shifting the emphases away from basic skills." (Broward Compact-B14) This seventy-two hour inservice activity will include "acceptable modifications, effective teaching techniques... and teaching strategies." (Broward Compact-B19)

The instructional approaches suggested in the November , 1986 report to the United States Secretary of Education, Educating Students With Learning Problems-A Shared Responsibility, issued by the Office of Special Education and Rehabilitative Services (OSERS) reaffirms this rationale. These teachers will receive training in strategies that will enable their students to self-monitor and self-evaluate "in order to enhance student performance in regular classroom settings." (OSERS Report) This is possible because the teachers will focus instruction on learning techniques by using content materials.

Learning Strategies is a researched based intervention approach, adopted by the State of Florida, which enables problem solving and task completion by the students. The completion of assignments takes place because students are taught how to learn and how to generalize what has been learned across academic settings.

APPLICATION
1987
Exceptional Student Education
Learning Strategies Training
Secondary School Summer Institute
July 6-August 14, Various locations and times

Name_____ S.S.#_____

Current School_____ Area (circle one) N C S

School telephone number_____ Home_____

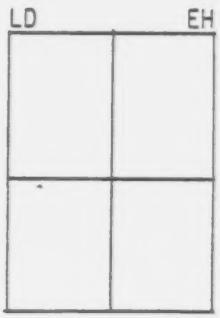
Home address street_____

city _____ Zip_____

If phone number or address is different after June 19, please indicate.

Current assignment 1986-87
(check one or more that apply)

Projected assignment 1987-88
(check one or more that apply)



This application does not guarantee acceptance at the Summer Institute. You will be notified by the last week in June.

Please return no later than June 10 to: Anne Mateer
ESE Pompano
786-7733

The Nation's Largest Fully Accredited School System

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Fay Clark, Director
Exceptional Student Education
1400 Northeast 6 Street
Pompano Beach, Florida 33060
(305) 786-7709/7710

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Vice Chairperson
Jan R. Cummings
Robert D. Parks
Donald J. Samuels
Eileen S. Schwartz
Toni J. Siskin
William J. Leary, Ed.D.
Superintendent

June 30, 1987

TO: Kenneth Black, Principal
Pioneer Middle School

FROM: Merle J. Mazzarino, FDLRS Program Specialist
Specific Learning Disabilities

Rosemary McGarry, Curriculum Supervisor
Specific Learning Disabilities

RE: Exceptional Student Education (ESE) Summer Institute for Learning Strategies

As you know the School Board recently approved the FSE Summer Institute for Secondary Learning Strategies, to be held July 6 through August 14. Participants will receive instruction in the Learning Strategies Curriculum for twelve hours during the first week. During the following weeks, they will receive six hours of instruction weekly. To ensure positive results, these teachers need to implement the strategies with Specific Learning Disabled (SLD) and/or Emotionally Handicapped (EH) students in the classroom.

Summer Institute participants will need to work with a small group of students for one hour a day a minimum of three days each week. Two State Certified Trainers will be visiting on site to provide support and technical assistance during implementation. The actual schedule for the remaining weeks of Summer Institute will be determined at the end of the first week.

We would like to take this opportunity to follow up on last week's telephone conversation. Thank you for your cooperation and assistance in allowing Summer Institute particpants into your school to work in a cooperative effort with the ESE teacher and students. The Learning Strategies Curriculum is research - based and has been effectively taught within the content class. Participants will provide ongoing feedback as well as final results of their implementaiton. On Tuesday, July 7, we would like to have two participants meet and plan an implementation schedule with your ESE teacher(s).

(Continued on next page)

Equal Opportunity Employer, Using Affirmative Action Guidelines

We look forward to participating in your school's summer program. Please feel free to contact Merle Mazzarino at 786-7732 for more information regarding ESE Summer Institute for Learning Strategies.

MJM:RM/cjs
cc: Anne Mateer, Teacher on Task Assignment

ESE SUMMER INSTITUTES
APPLICATIONS
1987

ELEMENTARY TEACHERS
SOCIAL SKILLS
BEHAVIOR MANAGEMENT

TOTAL APPLICATIONS = 109 (aide not included)
Participants = 30 and one aide
Alternates = 19
Not Eligible = 58

NORTH

TOTAL APPLICATIONS = 45
Participants = 10
Alternates = 7
Not Eligible = 26

CENTRAL

TOTAL APPLICATIONS = 40
Participants = 10 and one aide
Alternates = 7
Not Eligible = 23

SOUTH

TOTAL APPLICATIONS = 24
Participants = 10
Alternates = 5
Not Eligible = 9

SECONDARY TEACHERS
SOCIAL SKILLS

TOTAL APPLICATIONS = 51
Participants = 30
Alternates = 10
Not Eligible = 11

NORTH

TOTAL APPLICATIONS = 23
Participants = 11
Alternates = 3
Not Eligible = 9

CENTRAL

TOTAL APPLICATIONS = 13
Participants = 10
Alternates = 3
Not Eligilbe = 0

SOUTH

TOTAL APPLICATIONS = 15
Participants = 9
Alternates = 4
Not Eligible = 2

SECONDARY TEACHERS
LEARNING STRATEGIES

TOTAL APPLICATIONS = 30
Participants = 15
Alternates = 5
Not Eligible =10

NORTH

TOTAL APPLICATIONS = 9
Participants = 5
Alternates = 0
Not Eligible = 4

CENTRAL

TOTAL APPLICATIONS = 13
Participants = 5
Alternates = 4
Not Eligible = 4

SOUTH

TOTAL APPLICATIONS = 8
Participants = 5
Alternates = 1
Not Eligible = 2

Summary of applications received:

Elementary	109
Secondary (Social Skills)	51
Secondary (Learning Strategies)	30
	190

1987
Exceptional Student Education
SOCIAL SKILLS and CLASSROOM MANAGEMENT
ELEMENTARY SCHOOL SUMMER INSTITUTE
July 13 - 24, Nova High School, 8 - 2:30 p.m.

PARTICIPANTS	LOCATION	ASSIGNMENT (86-87)	ASSIGNMENT (87-88)
NORTH AREA			
Martha Duran	Tamarac Elementary	LD	LD
Phyllis A. Klein	Margate Middle	LD EMH	LD EMH
Calvin Lee Dudley	Charles Drew Elementary	LD EMH EH	LD EMH EH
Nancy Wieczorek	Atlantic West Elementary	LD	LD
Connie Bennett	Forest Hills Elementary	LD EMH	LD EMH
Maureen Horvath	McNab Elementary	LD EH	LD EH
David C. Steffen	N. Lauderdale Elementary	LD	LD EMH
Debra Roland	Hunt Elementary	LD	LD
Joan King	Park Ridge Elementary	LD	LD
Cassandra Davis	Tedder Elementary	LD EH	LD EH
CENTRAL AREA			
Mary Arendt	Central Area ESE	Program Specialist	Program Specialist
Karla P. Phillips	Mirror Lake Elementary	EMH	EMH
Sheilean Cherry	North Fork Elementary	LD EMH EH	LD EMH EH
Diane B. Boes	Village Elementary	LD EH	LD EH
Angela DeAngelis	Dillard Elementary	LD	LD
Harriet Wasserman	Meadowbrook Elementary	LD EMH EH	LD EH
Maria Tracy	Castle Hill Elementary	LD EMH EH	LD EMH EH
Mary McGinnis	Croissant Park Elementary	LD EH	LD EH
Lesli Greenberg	Broward Estates Elementary	LD	LD
Dorothy Berger	Tropical Elementary	LD EH	LD EH
Loquida Colbert (not paid)	Castle Hill Elementary	ESE Aide	ESE Aide
SOUTH AREA			
Lynnor R. Raymond	Hallandale Elementary	LD EH	LD EH
Emily Sikowski	Pembroke Pines Elementary	LD EH	LD EH
Gurtha Adderley	Miramar Elementary	LD EH	LD EH
Angelean C. Glass	Sheridan Hills Elementary	LD EH	LD EH
Mindy Daley	Oak Ridge Elementary	LD EH	LD EH

1987
Exceptional Student Education
SOCIAL SKILLS and CLASSROOM MANAGEMENT
ELEMENTARY SCHOOL SUMMER INSTITUTE
July 13 - 24, Nova High School, 8 - 2:30 p.m.

PARTICIPANTS	LOCATION	ASSIGNMENT (86-87)	ASSIGNMENT (87-88)
SOUTH AREA			
Barbara Burch	Bethune Elementary	LD EH	LD EH
April Roland	Lake Forest Elementary	LD EH	LD EH
Patricia Allen	Davie Elementary	LD EH	LD EH
Sandra Reifkind	Davie Elementary	LD EH	LD EH
Camille Ennella	Dania Elementary	LD	LD

EXCEPTIONAL STUDENT EDUCATION SUMMER INSTITUTE
ELEMENTARY TEACHERS OF EXCEPTIONAL EDUCATION STUDENTS
July 13 - 24, 1987

July 23, 1987

PARTICIPANTS	HOME PHONE	LOCATION	WORK PHONE	ASSIGNMENT (87-88)
NORTH AREA				
Connie Bennett	781-2677	Forest Hills El	344-5880	LD, EMH
Brenda Chandler	946-7048	Sanders Park El	786-3760	EMH
Ginny Copeland	943-3084	Floranada El	928-0380	LD
Cassandra Davis	726-4154	Tedder El	722-6400	LD, EH
Martha Duran	752-0198	Tamarac El	722-6400	LD
Bonnie Feldman	977-6587	Maplewood El	344-6775	LD, EH, PI
Maureen Horvath	395-5635	McNab El	786-3515	LD, EH
Sue Miller	428-3454	Broadview El	977-3300	LD
David Steffen	unlisted	North Lauderdale El	721-3500	LD, EMH
Kathy Strehler	722-9197	Westchester El	344-2380	LD, EH
CENTRAL AREA				
Mary Arendt	782-9918	Central Area ESE	765-7071	Program Specialist
Loquitta Colbert	735-4943	Castle Hill El	733-2060	ESE Aide
Elyse Felder	581-2328	Meadowbrook El	583-9411	LD, EH
Norma Llorca	473-9337	Banyan El	741-8022	LD, EH
Tracy Nelson	587-3645	Mirror Lake El	587-6412	EMH
Mary Paul	776-7476	Bayview El	566-8361	LD, EH
Vicki Peal	564-0065	Seagull Center	765-6015	LD, EMH, EH
Rosalind Pratt	985-8820	Rock Island El	731-1345	LD, EH
Regina Steinbeck	587-0136	Riverland El	581-3120	LD, EMH, EH
Harriet Wasserman	581-1153	Meadowbrook El	583-9411	LD, EH
SOUTH AREA				
Gurtha Adderley	987-0185	Miramar El	983-4100	LD, EH
Barbara Burch	392-5239	Bethune El	921-6882	LD, EH
Mindy Daley	472-4342	Oak Ridge El	922-4571	LD, EH
Camile Ennella	966-6347	Dania El	921-8103	LD
Angelean Glass	458-1168	Sheridan Hills El	966-8400	LD, EH
Nancy Johnson	476-8626	Pasadena Lakes El	437-1900	LD, EH
Lynnor Raymond	772-4273	Hallandale El	458-3569	LD, EH
April Roland	764-2765	Lake Forest El	989-3021	LD, EH

ESE SUMMER INSTITUTE

EXPECTATIONS

Date:

Name:

School:

Area:

Please list your expectations for the next two weeks of the Summer Inservice Institute for elementary teachers of varying exceptionalities students.

1. TEACHER COMPETENCIES
   (What makes a "great" teacher.)

2. BEHAVIOR MANAGEMENT
   (Individual Management Techniques)

3. BEHAVIOR MANAGEMENT
   (Group Management Techniques)

4. SOCIAL SKILLS
   (Individual social behaviors)

5. SOCIAL SKILLS
   (Group social behaviors)

6. COMMUNICATION SKILLS
   (With students and parents)

ESE SUMMER INSTITUTE

EXPECTATIONS

Page 2

7. SELF-IMAGE SKILLS
   (With students and parents)

8. PARENTING SKILLS
   (Discipline skills for parents)

9. PARENTING SKILLS
   (Conference techniques with parents)

10. CRISIS PREVENTION
    (Techiniques for acting out behavior)

Addition Comments:

ESE SUMMER INSTITUTE
EXPECTATIONS

July 1987
SUMMARY

1. TEACHER COMPETENCIES
(What makes a "great" teacher.)

How does one identify a particular area of weakness and go about improving oneself?

Common sense with everyday realities.

Learn how to better following: Ability to keep "control" in classroom the most efficient way possible , be in tune to all needs of children and meet them as much as possible, self esteem, how to build it in children while keeping them under control.

How to keep expectations realistic.

The willingness to try a variety of instructional techniques to find the best way of reaching each student.

Positive approach and attitude, Organizing and Planning, And awareness of individual needs and expectations.

What are the good teaching techniques and skills.

I want to be and feel like a "great" teacher. I need all of the strategies, techniques, etc.

How I can better myself not for the benefit of peers, but, for the benefit of the students.

I'd like to learn competencies that are expected according to state guidelines in Sp. Ed. as it is often a "gray area."

Acquiring skills which would enable me to more effectively organize and plan material what must meet a wide range of student levels and needs.

I'd like to know criteria in regard to attitude, discipline handling, and general management, including academics.

Enthusiasm, cheerfulness, and ability to communicate effectively.

Positive Attitude, much encouragement (how to handle out behaviors quickly).

Much encouragement with a positive attitude, and being consistent.

Class: ELEMENTARY ESE
Teacher: ANN MATEER
Test Name: PRE TEST
Date: 07/13/87
Total questions: 80

No. of students: 30
Mean Score: 49%
Median Score: 49%
Standard Deviation: 9.48

Student Score by Objective for PRE TEST

Student Number	Raw Score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	# of obj mastered	% of obj mastered
108249391	41	2	2	1	3	4	3	2	2	1	4	0	0	1	2	2	3	2	3	3	1	14	70.00
127325925	40	3	3	2	4	3	1	2	2	0	3	1	0	1	1	3	2	3	3	2	1	13	65.00
141386234	29	1	1	1	2	1	0	1	1	3	3	0	1	2	2	1	3	2	2	2	0	9	45.00
155502220	45	2	1	2	3	4	2	2	3	2	3	0	1	2	2	3	4	2	1	3	3	16	80.00
190463185	46	1	2	2	4	3	2	1	2	3	4	1	0	1	4	2	3	2	2	4	3	15	75.00
193467134	22	1	2	2	1	4	0	1	0	2	0	2	0	2	0	0	1	1	0	2	1	7	35.00
194487111	43	1	2	2	4	0	3	0	2	2	4	1	2	1	2	3	4	4	2	3	1	14	70.00
261566550	34	1	1	1	4	1	3	3	3	2	2	0	1	2	1	2	3	2	0	0	2	11	55.00
261758931	38	3	3	3	3	2	3	2	0	2	3	0	1	2	1	1	3	1	1	2	2	13	65.00
262156910	49	2	2	2	4	3	2	3	3	3	3	1	1	2	2	3	4	4	2	3	0	17	85.00
262417773	47	3	1	1	4	4	2	3	2	3	4	1	1	2	4	2	2	2	2	2	2	16	80.00
262886524	39	3	3	1	4	2	1	1	2	1	3	1	2	2	3	2	2	2	2	0	2	14	70.00
266318884	42	2	1	1	4	2	2	2	3	0	4	0	1	1	2	2	4	1	3	4	3	13	65.00
266684128	29	1	2	1	2	3	1	2	0	0	3	0	1	1	1	2	4	1	1	3	0	8	40.00
266664474	41	2	2	2	2	4	2	1	1	2	3	0	1	2	2	4	3	1	3	3	1	14	70.00
266989253	37	1	2	1	1	2	0	1	1	2	3	1	0	0	3	3	4	2	4	2	4	11	55.00
267983711	33	0	0	1	4	2	3	3	2	1	3	1	2	1	1	2	2	2	2	1	0	11	55.00
267982783	29	3	1	1	0	1	0	1	1	3	2	0	0	1	1	2	2	1	3	3	3	8	40.00
278549440	42	3	2	1	4	3	1	2	4	2	2	0	2	2	2	2	3	1	3	1	2	15	75.00
324429666	38	2	1	0	1	3	1	1	1	1	0	2	3	0	4	4	2	3	2	3	4	11	55.00
384567432	32	2	1	2	4	3	4	3	4	4	4	0	1	0	0	0	0	0	0	0	0	9	45.00
386501060	36	3	1	1	3	3	1	1	2	1	3	1	1	0	3	2	2	1	2	3	2	11	55.00
397509090	38	2	1	2	2	3	0	3	1	1	3	0	1	1	4	3	4	1	2	3	1	11	55.00
412925185	43	1	3	2	3	2	3	2	2	1	3	0	2	2	3	2	4	2	2	2	2	17	85.00
413766431	43	1	2	1	4	4	1	0	2	2	3	0	0	2	4	3	4	2	3	2	3	14	70.00
420800694	32	1	2	2	4	2	1	2	2	0	2	0	3	0	1	1	4	1	1	2	1	10	50.00
423482322	35	1	2	1	2	2	2	2	2	2	3	0	2	3	1	1	3	1	1	2	2	13	65.00
489525134	43	1	3	2	4	2	2	2	2	3	2	0	2	0	1	3	3	4	1	3	3	15	75.00
524883079	40	1	1	1	3	4	2	3	3	0	3	1	2	1	1	2	4	1	3	2	2	12	60.00
266317517	53	3	2	1	4	4	4	4	2	3	3	2	1	1	2	2	4	1	3	4	3	16	80.00

Class: ELEMENTARY ESE
Teacher: ANN MATEER
Test Name: POST TEST
Date: 07/24/87
Total questions: 80

No. of students: 27
Mean Score: 97%
Median Score: 97%
Standard Deviation: 5.16

Student Score by Objective for POST TEST

Student Number	Raw Score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	# of obj mastered	% of obj mastered
266684128	75	3	3	3	4	4	4	4	3	4	3	4	4	4	4	4	4	4	4	4	4	20	100.00
127325925	78	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20	100.00
262886524	80	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20	100.00
190463185	80	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20	100.00
261566558	67	4	3	3	4	3	2	4	3	3	3	4	4	3	3	4	4	4	3	3	3	20	100.00
413766431	80	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20	100.00
261758931	78	4	4	3	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	20	100.00
141386234	80	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20	100.00
489525134	80	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20	100.00
262136910	76	4	4	3	4	4	4	4	4	3	4	4	4	4	3	4	4	4	4	3	4	20	100.00
423482322	61	1	4	3	4	3	4	3	2	3	4	2	3	3	4	2	3	3	3	3	4	19	95.00
266664474	79	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	20	100.00
267903711	78	4	3	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	20	100.00
384567432	78	3	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	20	100.00
266909253	78	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20	100.00
155502220	78	4	3	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	20	100.00
26631884	77	3	4	3	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	20	100.00
267902783	79	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20	100.00
262417773	80	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20	100.00
194487111	76	4	4	4	4	3	4	4	4	4	4	4	4	4	3	3	4	4	4	3	4	20	100.00
524883079	80	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20	100.00
278549440	78	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	20	100.00
386501060	79	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	20	100.00
420800694	80	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20	100.00
412925185	79	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20	100.00
397589898	75	2	4	4	4	3	4	4	4	4	4	4	3	4	4	4	4	4	4	3	4	20	100.00
100249391	78	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20	100.00

Class: SEC SOCIAL SKILLS
Teacher: LINDA MILLS
Test Name: PRE TEST
Date: 07/06/87
Total questions: 40

No. of students: 27
Mean Score: 32%
Median Score: 35%
Standard Deviation: 7.68

Student Score by Objective for PRE TEST

Student Number	Raw Score	1	2	3	4	5	6	7	8	9	10	# of obj mastered	% of obj mastered
15521263	16	3	1	1	1	0	3	2	0	2	3	5	50.00
26403098	10	1	1	1	0	1	1	1	2	0	2	2	20.00
30422268	9	2	0	1	1	0	1	0	2	0	2	3	30.00
56300494	12	3	0	0	1	1	1	3	0	1	2	3	30.00
81446899	8	2	2	1	0	2	1	0	0	0	0	3	30.00
84348652	15	3	1	2	2	3	1	0	1	2	0	5	50.00
95367795	15	3	0	1	0	2	2	2	1	2	2	6	60.00
103282460	7	1	2	1	0	0	2	0	1	0	0	2	20.00
104440796	14	4	0	1	1	1	1	1	2	2	1	3	30.00
104508670	15	4	0	1	0	3	1	1	0	4	1	3	30.00
151489248	12	3	1	2	0	1	3	0	1	1	0	3	30.00
166406924	16	3	1	1	1	3	1	1	1	1	3	3	30.00
265133587	16	2	1	2	1	2	1	3	1	0	3	5	50.00
265470549	18	2	3	0	2	3	3	1	0	1	3	6	60.00
265519982	6	1	1	0	0	0	1	1	0	0	2	1	10.00
265688749	14	4	1	0	1	0	2	2	0	2	2	5	50.00
265793076	14	3	1	1	0	1	0	2	2	1	3	4	40.00
266779982	15	3	2	1	1	1	2	2	1	0	2	5	50.00
267256116	15	3	1	1	2	1	1	1	3	1	1	3	30.00
315442631	13	2	1	1	0	3	2	1	1	1	1	3	30.00
325522550	12	2	1	0	1	2	1	0	1	2	2	4	40.00
339269780	13	4	1	0	2	2	1	1	0	2	0	4	40.00
375665104	9	2	1	1	0	1	0	1	0	1	2	2	20.00
381681270	14	4	0	2	1	2	1	2	0	1	1	4	40.00
400708320	16	3	1	0	2	2	1	1	2	2	2	6	60.00
411588141	9	4	1	1	0	0	0	1	1	0	1	1	10.00
416828559	12	3	2	0	0	0	1	2	0	1	3	4	40.00

Class: SEC SOCIAL SKILLS
Teacher: LINDA MILLS
Test Name: POST TEST
Date: 07/10/87
Total questions: 40

No. of students: 26
Mean Score: 92%
Median Score: 95%
Standard Deviation: 6.39

Student Score by Objective for POST TEST

Student Number	Raw Score	1	2	3	4	5	6	7	8	9	10	# of obj mastered	% of obj mastered
15521263	38	4	4	4	4	4	4	4	4	2	4	10	100.00
26403098	39	4	3	4	4	4	4	4	4	4	4	10	100.00
30422268	39	4	3	4	4	4	4	4	4	4	4	10	100.00
56300494	36	3	3	4	3	4	4	4	4	4	3	10	100.00
81446899	33	4	3	4	3	3	3	4	4	1	4	9	90.00
84348652	38	4	3	4	4	4	4	4	4	4	3	10	100.00
95367795	36	4	4	3	4	3	3	4	4	4	3	10	100.00
103282460	36	4	4	4	4	4	2	3	3	4	4	10	100.00
104440796	38	4	3	4	3	4	4	4	4	4	4	10	100.00
104508670	39	4	3	4	4	4	4	4	4	4	4	10	100.00
151489248	35	4	2	4	4	4	2	4	4	4	3	10	100.00
166406924	39	4	3	4	4	4	4	4	4	4	4	10	100.00
265133587	35	3	3	3	3	4	4	4	3	4	4	10	100.00
265470549	38	4	3	4	4	4	4	3	4	4	4	10	100.00
265519982	39	4	3	4	4	4	4	4	4	4	4	10	100.00
265688749	38	4	3	4	4	4	4	4	4	4	3	10	100.00
265793076	39	4	3	4	4	4	4	4	4	4	4	10	100.00
267256116	38	4	2	4	4	4	4	4	4	4	4	10	100.00
315442631	36	4	3	4	4	2	4	4	3	4	4	10	100.00
325522550	35	4	4	3	3	4	4	4	4	2	3	10	100.00
339269780	38	4	3	4	4	4	4	4	4	4	3	10	100.00
375665104	39	4	3	4	4	4	4	4	4	4	4	10	100.00
381681270	37	3	3	4	4	4	4	4	4	3	4	10	100.00
400708320	37	4	3	4	4	3	4	3	4	4	4	10	100.00
411588141	35	4	3	4	3	3	4	4	2	4	4	10	100.00
416828559	27	3	3	2	3	3	2	2	3	2	4	10	100.00

Class : SEC LRN STRAT
Teacher : MAZZARINO
Test name : PRETEST
Date : 7/ 6/1987
Total questions : 48

No. of students : 8
Mean Score : 53%
Median score : 48%
Standard Deviation : 11.83

Student Grades for PRETEST

Student ID	Student Grade	Raw Score	Subtests' Scores #1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	OBJ MAST	MA
077442328	F	20	1	1	2	3	1	2	1	1	3	1	3	1	5	
086468193	C	37	4	4	3	4	4	1	4	3	3	3	3	1	10	
197527348	F	27	1	2	3	2	1	2	2	1	3	3	3	4	9	
262236499	F	23	2	2	3	3	2	1	1	3	1	1	2	2	8	
264025989	F	28	1	2	2	4	1	2	2	4	4	2	1	3	9	
264080814	F	18	0	1	2	2	2	0	0	1	3	4	1	2	5	
265119373	F	22	0	4	1	3	3	0	1	1	1	2	3	3	6	
403028699	D	29	2	3	3	3	2	2	2	1	4	2	3	2	11	

Class : SEC LEARNING STRAT
Teacher : MAZZARINO
Test name : POSTTEST
Date : 8/13/ 0
Total questions : 48

No. of students : 7
Mean Score : 97%
Median score : 98%
Standard Deviation : 2.19

Student Grades for POSTTEST

Student ID	Student Grade	Raw Score	Subtests' Scores # 1	# 2	# 3	# 4	# 5	# 6	# 7	# 8	# 9	#10	#11	#12	OBJ. MAST	% MA
077442328	A	44	4	4	4	4	4	4	4	4	3	3	3	3	12	1
086468193	A	46	4	4	4	4	4	3	4	4	4	3	4	4	12	1
197527348	A	47	4	4	4	4	4	4	4	4	4	3	4	4	12	1
262236499	A	47	4	4	4	4	4	4	4	4	4	3	4	4	12	1
264025989	A	47	3	4	4	4	4	4	4	4	4	4	4	4	12	1
265119373	A	47	4	4	4	4	4	4	4	4	4	3	4	4	12	1
403028699	A	47	3	4	4	4	4	4	4	4	4	4	4	4	12	1

ESE SUMMER INSTITUTE
July 13-24, 1987

DAILY EVALUATION SHEET

Name (optional):

Date:

Morning Session

Topic:

Materials:

Instructor(s):

Comments:

Afternoon Session

Topic:

Materials:

Instructor(s)

Comments:

239

Social Skills Techniques for Teachers of
Middle/High School
Varying Exceptionalities Students

Date: _____

PLEASE RATE TODAY'S PROGRAM BY CIRCLING THE APPROPRIATE NUMBER:

	High				Low
1. Program Purpose and outcomes were clearly outlined.	5	4	3	2	1
2. Program format was well organized.	5	4	3	2	1
3. Content, ideas, and activities were related to outcomes.	5	4	3	2	1
4. Information was presented clearly and adequately.	5	4	3	2	1
5. Information was applicable.	5	4	3	2	1
6. Handouts and/or AV materials were appropriate.	5	4	3	2	1
7. Participants had opportunity for input and/or interaction.	5	4	3	2	1
8. The program offered a balance of lecture, discussion, and activities.	5	4	3	2	1
9. Outcomes were achieved as specified.	5	4	3	2	1

PLEASE COMMENT ON THE FOLLOWING:

10. Which part of the program was most beneficial to you?

11. What would you change to make the program more effective?

12. Additional Comments:

ESE SUMMER INSTITUTE
1987
INSTITUTE EVALUATION

TITLE: _____

DATES: _____

1. DID YOU GAIN WHAT YOU WANTED FROM THIS EXPERIENCE? YES____ NO____

2. LIST THE AREAS WHICH WERE THE MOST IMPORTANT OR RELEVANT TO YOU.

   A. _____

   B. _____

   C. _____

3. LIST THE AREAS WHICH WERE THE LEAST IMPORTANT OR RELEVANT TO YOU.

   A. _____

   B. _____

   C. _____

4. WHAT SPECIFIC SKILLS OR ATTITUDES HAVE YOU PICKED UP FROM THE PRESENTATIONS WHICH YOU WILL INCORPORATE INTO YOUR WORK?

   A. _____

   B. _____

   C. _____

   D. _____

   E. _____

5. THE WORKSHOP NEEDS TO BE IMPROVED BY:

   A. _____

   B. _____

   C. _____

   D. _____

   E. _____

6. PLEASE STATE ANY COMMENTS REGARDING THE WORKSHOP ORGANIZATION, LOCATION, SCHEDULED TIME, DURATION, WRITTEN MATERIAL, FACITILATORS, ETC.

A. _____

B. _____

C. _____

D. _____

E. _____

7. I WOULD SPECIFICALLY LIKE TO MAKE THESE OVERALL COMMENTS REGARDING THE VALUE OF THE SUMMER INSTITUTE.

A. _____

B. _____

C. _____

D. _____

E. _____

8. WOULD YOU RECOMMEND THAT THIS WORKSHOP BE CONTINUED? _____

9. IF YOU HAD THE OPPORTUNITY TO SIGN UP FOR ANOTHER WORKSHOP, WOULD YOU DO IT AGAIN? _____

10. YOU MAY QUOTE MY COMMENTS IN THE FDLRS NEWSLETTER OR OTHER PUBLICATION.

_____YES _____NO

11. YOU MAY USE MY PICTURE IN THE FDLRS NEWSLETTER OR PUBLIC RELATIONS DISPLAY.

_____YES _____NO

DATE: _____

NAME: _____

SCHOOL: _____

The Nation's Largest Fully *Accredited School System*

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

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1400 Northeast 6 Street
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Superintendent

August 17, 1987

Gary Adams, Ph.D.
Exceptional Student Education
Florida Atlantic University
500 NW 20 Street
Boca Raton, FL 33431

Dear Gary:

The Behavior Management and Social Skills presentations that you gave July 15 and 16 contributed to the success of the second annual ESE Summer Institute for teachers of elementary students. The 28 participants gave rave reviews to your participation as an instructor. Please refer to the enclosed evaluation sheets for specific comments made about your presentation.

Your input helped to make this summer inservice institute a unique and rewarding learning experience for all involved. I look forward to working with you again next year.

Thanks for your important contribution to Exceptional Student Education!

Sincerely,

Anne

Anne E. Mateer
Teacher on Task Assignment
Exceptional Student Education

AM/elp
Enclosure

cc: Jeffrey Schilit, Ph.D., Chairman
Exceptional Student Education, Florida Atlantic University
Sally Creswell, Curriculum Supervisor, Emotionally Handicapped

ESE SUMMER INSTITUTE

July 13-24, 1987

Evaluation comments made by teachers of elementary exceptional education students.

Date: July 16, 1987

Time: 11:30 a.m. to 2:30 p.m.

Topic: Social Skills

Materials: Accepts

Instructor(s): Gary Adams

COMMENTS:

Very interesting. I will use it. I am very excited about hearing about all the different programs.

The program will definitely apply to the situation encountered daily in my program. The Whale Program was well planned and thought out.

This was very interesting. I definitely feel that I can utilize the Walker's Social Curriculum in my VE resource class.

Really liked the game books to precipitate social interaction.

The Social Skills materials will be invaluable in a VE class. It is something we really need. Gary is very humorous and warm.

Good program.

Very useful program.

Again very good program. I enjoyed going over the material. It will be a blessing in the classroom. Overall: I'm really enjoying the institute. Everthing is so positive. It's great sharing with everyone. Anne is so terrific, and helpful. Thank you.

I will try this program. Well organized and sequential. Involves necessary components to make social perception development necessary. P.S. Anne has things well organized. - Thanks Anne!

I enjoyed Gary's speaking a bit more. I think I got used to his style.

I intend to use the Walker Curriculum in my classroom next year. Very grateful for new ideas and materials!! *The group is talking too much and is a bad reflection to the speaker. I would like to hear this brought up if possible.

Better than morning. Liked the fact Anne gave us more moving around time to break up the p.m.

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William J. Latt, Jr.
Superintendent

September 22, 1987

TO: Carrie Sedinger, Training Coordinator
Beginning Teacher Program

FROM: Anne Mateer, Teacher on Task Assignment
Exceptional Student Education

SUBJECT: Appreciation of Services
ESE Summer Institute

Your generosity has again enabled the Exceptional Student Education department to complete another successful Summer Institute program. Fran Renguso and Fran Vandiver did an excellent job of presenting the three hour Teacher Competencies component to 28 instructors of elementary ESE students. Their informative and well organized presentation of the use of the KNOWLEDGE BASE: DOMAINS/CONCEPTS AND INDICATORS resource materials was possible due to your prompt response to my call for assistance.

The following are representative of the comments made by the ESE Summer Institute participants who evaluated each instructor.

> "Excellent presentation on this necessary material. Very helpful to have it presented in a practical manner, i.e., how it will personally help the teacher to be aware of his/her performance."
>
> "The team did a great job in presenting Teacher Competencies. Well-defined and clear instructions."
>
> "The instruction was helpful and I enjoyed the sense of humor with which it was presented."

The Beginning Teacher Program deserves special recognition for the cooperation and professionalism that you and your staff have extended to the ESE Summer Institute program during the past two years. Thanks for a job well done.

AM/jb

cc: Dianne Aucamp, Director, HRD
Fay Clark, Director, ESE
Sally Creswell, Curriculum Supervisor, EH
Diana Wasserman, Coordinator, Due Process

The Nation's Largest Fully Accredited School System

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Fay Clark, Director
Exceptional Student Education
1400 Northeast 6 Street
Pompano Beach, Florida 33060
(305) 786-7709/7710

Neil Sterling
Chairperson
Lori Nance Parrish
Vice Chairperson
Jan R. Cummings
Robert D. Parks
Donald J. Samuels
Eileen S. Schwartz
Toni J. Siskin
William J. Leary, Ed.D.
Superintendent

August 12, 1987

TO: Principal, North Lauderdale Elementary

FROM: Fay Clark, Director, Exceptional Student Education

RE: ESE Summer Institute Social Skills and Behavior Management Training

David Steffen completed the Exceptional Student Education Summer Institute program for elementary education teachers of ESE students. The participants received instruction in social skills, behavior management and parenting techniques that aid in the diagnosis, prescription, and management of their students. They met at the Pompano Multi-Purpose Education Center from July 13-24.

The intent of the ESE Summer Institute was to provide 60 hours of intensive inservice education and a stipend of $750 ($12.50 per hour) to each teacher. Materials worth $230 were given to the participants for inclusion in their school's professional library and encouragement was given to share with colleagues the teaching techniques which were learned. I know you will support their efforts.

FC/AM/vl
attachment

cc: Area Superintendent
Nicholas Fischer, Associate Superintendent, Instruction/Program Services
ESE Area Coordinator
Sally Creswell, Curriculum Supervisor, Emotionally Handicapped Program
Anne Mateer, Teacher on Task Assignment
Media Specialist
David Steffen, North Lauderdale Elementary

ESE SUMMER INSTITUTE
Classroom Management and Social Skills
Inservice Training for Elementary Teachers
July 13-24, 1987

MATERIALS LIST

These materials were provided to each participant for inclusion in their school's professional library. Additional copies are available through the FDLRS Media Center (786-7704).

1. Accepts Program
2. Social Skills Games
3. CLASS (Contingencies for Learning Academic & Social Skills)
4. The Solution Book
5. Getting Along With Others (Skill Lessons and Program Guide)
6. Skillstreaming the Elementary School Child
7. Assertive Discipline for Parents
8. Parent Conference Book
9. Creative Conflict Solving for Kids
10. Dealing With Aggression in the Classroom
11. Knowledge Base: Domains
    Knowledge Base: Concepts and Indicators
12. ESE Summer Institute Notebook

The Nation's Largest Fully Accredited School System

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Fay Clark, Director
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1400 Northeast 6 Street
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Donald J. Samuels
Eileen S. Schwartz
Toni J. Siskin
William J. Leary, Ed.D.
Superintendent

August 13, 1987

TO: Principal, Boyd Anderson High School

FROM: Fay Clark, Director, Exceptional Student Education

RE: ESE Summer Institute Social Skills Training

Letha Sloan completed the Exceptional Student Education Summer Institute program for secondary education teachers of ESE students. The participants received instruction in social skills techniques that aid in the diagnosis, prescription and management of ESE students. They met at the Pompano Multi-Purpose Education Center from July 6-10.

The intent of the ESE Summer Institute was to provide thirty hours of intensive inservice education and a stipend of $375 ($12.50 per hour) to each teacher. Materials worth $50 were given to the participants for inclusion in their school's professional library and encouragement was given to share with colleagues the teaching techniques which were learned. I know you will encourage their efforts.

FC/AM/vl
attachment

cc: Area Superintendent
Nicholas Fischer, Associate Superintendent, Instruction/Program Services
ESE Area Coordinator
Sally Creswell, Curriculum Supervisor, Emotionally Handicapped Program
Carolyn Gainey, Curriculum Supervisor, Mentally Handicapped Program
Linda Mills, FDLRS Program Specialist, Mentally Handicapped
Anne Mateer, Teacher on Task Assignment, ESE
Media Specialist
Letha Sloan, Boyd Anderson High School

Equal Opportunity Employer, Using Affirmative Action Guidelines

ESE SUMMER INSTITUTE
Social Skills Inservice Training
for Secondary Teachers
July 6-10, 1987

MATERIALS LIST

These materials were provided to each participant for inclusion in their school's professional library. Additional copies are available through the FDLRS Media Center.

1. Aggression Replacement Training

2. Skillstreaming the Adolescent

3. PASS (Personal and Social Skills)

Summer Training Institute Notebook

The Nation's Largest Fully Accredited School System

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Fay Clark, Director
Exceptional Student Education
1400 Northeast 6 Street
Pompano Beach, Florida 33060
(305) 786-7709/7710

Neil Sterling
Chairperson
Lori Nance Parrish
Vice Chairperson
Jan R. Cummings
Robert D. Parks
Donald J. Samuels
Eileen S. Schwartz
Toni J. Siskin
William J. Leary, Ed.D.
Superintendent

August 13, 1987

TO: Principal, Rogers Middle

FROM: Fay Clark, Director, Exceptional Student Education

RE: ESE Summer Institute Learning Strategies Training

Mona Kern completed the Exceptional Student Education Summer Institute program for secondary education teachers of ESE students. The participants received instruction in the Learning Strategies Intervention Model which enables them to teach problem solving and task completion to their students. They met at Pompano Multi-Purpose Education Center one day a week for instruction and spent three mornings per week implementing the learned strategies with summer school students from July 6 to August 14.

The intent of the ESE Summer Institute was to provide seventy-two hours of intensive inservice education and a stipend of $900 ($12.50 per hour) to each teacher. Materials worth $140 were given to the participants for use with their Learning Strategies program. I know you will encourage their efforts.

FC/AM/vl
attachment

cc: Area Superintendent
Nicholas Fischer, Associate Superintendent Instruction/Program Services
ESE Area Coordinator
Sally Creswell, Curriculum Supervisor, Emotionally Handicapped Program
Rosemary McGarry, Curriculum Supervisor, Learning Disabilities
Merle Mazzarino, FDLRS Program Specialist, Learning Disabilities
Anne Mateer, Teacher on Task Assignment, ESE
Media Specialist
Mona Kern, Rogers Middle

Equal Opportunity Employer, Using Affirmative Action Guidelines

ESE SUMMER INSTITUTE
Learning Strategies Inservice Training
for Secondary Teachers
July 6 - August 14, 1987

MATERIALS LIST

These materials were provided to each participant for use with their Learning Strategies program.

ASSET - Leader's Guide

ASSET - Program Materials

A social Skills Program for Adolescents

Contact: Research Press
Box 3177 Dept. G
Champagne, Ill. 61821
(217) 352-3273
Leader's Guide - $49.95 each)#2529)
Program Materials - $15.95 (#2537)

The Word Identification Strategy

The Paraphrasing Strategy

The Sentence Writing Strategy - Instructor's Manual

Sentence Writing Strategy - Student Lessons

The four strategy materials listed above can be ordered only by a certified Strategies Intervention Model trainer.

ESE Summer Institute Notebook

Contains various handouts dealing with Learning Strategies techniques.

Contact: ESE - Pompano Multi Purpose Center
Merle Mazzarino
786-7732

The Nation's Largest Fully *Accredited School System*

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

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Exceptional Student Education
1400 Northeast 6 Street
Pompano Beach, Florida 33060
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Neil Sterling
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Vice Chairperson
Jan R. Cummings
Robert D. Parks
Donald J. Samuels
Eileen S. Schwartz
Toni J. Siskin
William J. Leary, Ed.D.
Superintendent

October 6, 1987

TO: All ESE District Staff

FROM: Anne Mateer, Teacher on Task Assignment
Sally Creswell, Curriculum Supervisor

SUBJECT: ESE Summer Inservice Institutes

The summer of 1987 proved to be a time of professional growth for fifty-nine Exceptional Student Educational (ESE) teachers of SLD, EMH and EH students. These participants received inservice training in a variety of materials for use within their school.

Multiple attendance and materials lists for the 1986 and 1987 Summer Institutes are included for your perusal. A reference list specifying the schools where these materials are located has also been included. Each participant and their respective principal was instructed that the materials were to become the possession of the school's professional library unless otherwise stated on the materials lists. We look forward to receiving feedback from the area Program Specialists concerning their perception of the use of these materials. Additional copies are available from FDLRS for your use.

The evaluations we received from the participants concerning the impact of the institute training has been exciting. A complete summary of these reports will be forthcoming along with information concerning follow-up workshops.

Please contact Anne if you have any questions concerning the attendance or materials lists.

AM/jb

Enclosures: Attendance Lists
Materials Lists

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ESE SUMMER INSERVICE INSTITUTES
Teachers of Elementary Students
North Area Attendance

SCHOOLS	1986 EH/SED	1987 VE
ELEMENTARY		
Atlantic West		
Broadview	X	X
Coconut Creek		
Coral Park		
Coral Springs	X	
Cresthaven	X	
Cypress		
Deerfield Beach		
Deerfield Park		
Drew, Charles R.		
Floranada		X
Forest Hills		X
Hunt, James S.		
Lloyd Estates		
McNab		X
Maplewood		X
Margate		
Markham, Robert C.		
Morrow		
N.Andrews Gardens		
Norcrest		
North Lauderdale		X
Oakland Park		
Palmview	X	
Park Ridge	X	
Pinewood	XX	
Pompano Beach	X	
Ramblewood		
Riverside		
Sanders Park		X
Tamarac		X
Tedder		X
Westchester		X
CENTERS		
Bright Horizons		
Cross Creek	XX	
ESE Off-Campus		
North Point		

X = one participant

ESE SUMMER INSERVICE INSTITUTES
Teachers of Elementary Students
Central Area Attendance

SCHOOLS	1986 EH/SED	1987 VE
ELEMENTARY		
Banyan		X
Bayview		X
Bennett		
Broward Estates		
Castle Hill	X	
Croissant Park		
Dillard		
Edgewood		
Foster, Stephen		
Harbordale		
Horizon		
King, Martin Luther		
Larkdale		
Lauderdale Manors		
Lauderhill Paul Turner		
Meadowbrook		XX
Mirror Lake		X
Nob Hill		
North Fork		
North Side		
Oriole		
Peters	X	
Plantation	X	
Plantation Park		
Riverland		X
Rock Island		X
Royal Palm	XX	
Sandpiper		
Sunland Park	X	
Tropical		
Village	X	
Walker		
Westwood Heights		
Wilton Manors		
CENTERS		
Pine Ridge		
Seagull School		X
Sunset Learning	X	
Wingate Oaks		

X = one participant

ESE SUMMER INSERVICE INSTITUTES
Teachers of Elementary Students
South Area Attendance

SCHOOLS	1986 EH/SED	1987 VE
ELEMENTARY		
Bethune, Mary M.		X
Boulevard Heights		
Colbert		
Collins		
Cooper City		
Country Isles		
Dania	XX	X
Davie	XXX	
Driftwood	X	
Eisenhower, D.D.		
Fairway		
Flamingo	X	
Griffin		
Hallandale		X
Hollywood Central		
Hollywood Hills		
Hollywood Park		
Lake Forest		X
Miramar		X
Nova, Blanche Forman		
Oakridge		X
Orange Brook		
Pasadena Lakes	X	X
Pembroke Lakes		
Pembroke Pines		
Perry, Annabel C.		
Pines Lakes	X	
Sheridan Hills		X
Sheridan Park	XXX	
Silver Ridge		
Stirling		
Sunshine	X	
Watkins	X	
West Hollywood		
CENTERS		
South Area Alternative		
The Quest		

X = one participant

ESE SUMMER INSTITUTE
ELEMENTARY TEACHERS OF VE STUDENTS
July 13 - 24, 1987
Attendance

NORTH

	School	Participant
1.	Broadview	Sue Miller
2.	Floranada	Ginny Copeland
3.	Forest Hills	Connie Bennett
4.	Maplewood	Ronnie Feldman
5.	McNab	Maureen Horvath
6.	N. Lauderdale	David Steffen
7.	Sanders Park	Brenda Chandler
8.	Tamarac	Martha Duran
9.	Tedder	Cassandra Davis
10.	Westchester	Kathy Strehler

CENTRAL

	School	Participant
1.	Banyan	Norma Llorca
2.	Bayview	Mary Paul
3.	ESE Area Office	Mary Arendt
4.	Meadowbrook	Elyse Felder
5.	Meadowbrook	Harriet Wasserman
6.	Mirror	Tracy Nelson
7.	Riverland	Regina Steinbeck
8.	Rock Island	Rosalind Pratt
9.	Seagull	Vicki Peal

SOUTH

	School	Participant
1.	Bethune	Barbara Burch
2.	Dania	Camille Ennella
3.	Hallandale	Lynnor Raymond
4.	Lake Forest	April Roland
5.	Miramar	Gurtha Adderley
6.	Oak Ridge	Mindy Daley
7.	Pasadena	Nancy Johnson
8.	Sheridan Hills	Angelean Glass

ESE SUMMER INSTITUTE
ELEMENTARY TEACHERS OF EH STUDENTS
July 8 - 18, 1986
Attendance

NORTH

	School	Participant
1.	Broadview	Cindy Forman
2.	Coral Springs	Merrill Levine
3.	Cresthaven	Laural Brault
4.	Palmview	Megan Wachtstetter
5.	Park Ridge	Jan Hartleben
6.	Pinewood	Rosemary Hortenhoff
7.	Pinewood	Patricia McGovern
8.	Pompano Beach	Sharon Holmes

CENTRAL

	School	Participant
1.	Castle Hill	Jeanne Conley
2.	Peters	Helen Litvin
3.	Plantation	Lynn Burgess
4.	Royal Palm	Janice Asherman
5.	Royal Palm	Marjorie Power
6.	Sunland Park	Gail Forman
7.	Sunset Learning	Carol Neuman
8.	Village	Charles Laster

SOUTH

	School	Participant
1.	Dania	Dorothy Peck
2.	Dania	Wendy Finnerty
3.	Davie	Aurora Morabito
4.	Davie	Sherry Kole
5.	Davie	Francine Wiener
6.	Driftwood Middle	Sharon Pablo
7.	ESE Area Office	Janice Wlock
8.	Flamingo	Stuart Lenoff
9.	Pasadena	Donna Causey
10.	Pines	Mary Barnett
11.	SFSESC (Cross Creek)	Lula Marshall
12.	SFSESC (Cross Creek)	Vicki Vaccarino
13.	Sheridan Park	Toni Dabney
14.	Sheridan Park	Sandra Heberling
15.	Sunshine	Lisa Stallmiller
16.	Sheridan Park	Donna Tompkin
17.	Watkins	Patricia McCoy

ESE SUMMER INSTITUTE
Classroom Management and Social Skills
Inservice Training for Elementary Teachers
July 13-24, 1987

MATERIALS LIST

These materials were provided to each participant for inclusion in their school's professional library. Additional copies are available through the FDLRS Media Center (786-7704).

ACCEPTS Program
The Walker Social Skills Curriculum

Contact: Educational Achievement Systems
513 N.W. 48th Ave.
Delray Beach, Fl. 33445
(305)498-0813
$24.00 each

Social Skills Games
The Walker Social Tutoring Lessons

Contact: Educational Achievement Systems
(same as above)
$10.00 each

CLASS (Contingencies for Learning Academic & Social Skills)
The Walker Behavior Management Program

Contact: Educational Achievement Systems
(same as above)
Teacher's Manual - $25.00 each
Materials Packets - $10.00 each

The Solution Book
A Guide to Classroom Discipline

Contact: Science Research Associates, Inc.
155 N. Wacker Drive
Chicago, Illinois 60606
(800)621-0476
$55.00 each (#7-8010)

Getting Along With Others
(Skill Lessons and Program Guide)
Activities for teaching social effectiveness to children.

Contact: Research Press
Box 3177 Dept. G
Champagne, Illinois 61812
(217)352-3273
$29.95 a set (#2707)

Skillstreaming the Elementary School Child
A guide for teaching prosocial skills.

Contact: Research Press
Box 3177 Dept. G
Champagne, Illinois 61821
(217) 352-3273
Book - $11.65 each (#2359)
Program Forms - $10.95 each (#2360)

Assertive Discipline for Parents
An approach to solving everyday behavior problems.

Contact: Assertive Discipline Publications
2721 Northlake
Gainesville, Georgia 30505
(404) 535-8801
$7.95 each

Parent Conference Book
A formula for dealing with parents.

Contact: Assertive Discipline Publications
(same as above)
$6.95 each

Creative Conflict Solving for Kids
Problem solving situations for students in grades 4-9.

Contact: Grace Contrino Abrams
Peace Education Foundation, Inc.
P. O. Box 19-1153
Miami Beach, Fl. 33119
(305) 377-8161
$13.95 each

Dealing With Aggression in the Classroom
State of Florida reprint of a North Carolina Department of Instruction publication.

Contact: FDLRS Clearinghouse/Information Center
Florida Department of Education
Knott Building
Tallahassee, Fl. 32399
(904) 488-1879
Complimentary copies available (#SE303567)

Knowledge Base: Domains
Knowledge Base: Concepts and Indicators
The Florida Performance Measurement System notebook.

Contact: Beginning Teacher Program
Human Resource Development
Carrie Sedinger 765-6090

ESE Summer Institute Notebook
Contains various handouts dealing with diagnostic profiles, behavior management, social skills, parenting techniques, conflict resolutions and reference materials.

Contact: Pompano Multipurpose Center
Exceptional Student Education
Anne Mateer
786-7733

ESE SUMMER INSERVICE INSTITUTES
Teachers of Secondary Students
North Area Attendance

SCHOOLS	1987 Social Skills Training	1987 Learning Strategies (BUSINESS)
HIGH		
Coconut Creek	X	
Coral Springs	X	
Deerfield Beach		
Ely	X	X
Northeast		
Taravella, J.P.	X	
MIDDLE		
Coral Springs	X	
Crystal Lake	X	
Deerfield Beach	X	
Forest Glenn		
Margate	X	
Pompano Beach	X	
Ramblewood		
Silver Lakes	X	
CENTERS		
Bright Horizons		
Cross Creek		
ESE Off-Campus		
North Point	X	

X = one participant

ESE SUMMER INSERVICE INSTITUTES
Teachers of Secondary Students
Central Area Attendance

SCHOOLS	1987 Social Skills Training	1987 Learning Strategies (Business)
HIGH		
Anderson, Boyd H.	X	
Dillard		
Fort Lauderdale		
Piper		
Plantation	X	
South Plantation		
Stranahan	X	
MIDDLE		
Bair	XX	X
Everglades	X	
Lauderdale Lakes		
Lauderhill	X	
New River		
Parkway	X	
Plantation		
Rogers	X	X
Seminole		
Sunrise		
CENTERS		
Pine Ridge		
Seagull School		
Sunset Learning		
Wingate Oaks		

X = one participant

ESE SUMMER INSERVICE INSTITUTES
Teachers of Secondary Students
South Area Attendance

SCHOOLS	1987 Social Skills Training	1987 Learning Strategies (BUSINESS)
HIGH		
Cooper City		
Hallandale	X	
Hollywood Hills	X	
McArthur		
Miramar	X	
Nova		
South Broward		
Western	X	
MIDDLE		
Apollo	X	
Attucks		X
Driftwood	X	
McNicol	X	
Nova		
Olsen		X
Perry, Henry D.		
Pines	X	
Pioneer		
CENTERS		
South Area Alternative		
The Quest		

X = one participant

ESE SUMMER INSTITUTE
SECONDARY TEACHERS/SOCIAL SKILLS
July 6 - 10, 1987
Attendance

NORTH

	School	Participant
1.	Coconut Creek/Ely High	Christine Marshall
2.	Coral Springs High	Susan Byer
3.	Coral Springs Middle	Terry Campanella
4.	Crystal Lake Middle	Sherri Auten
5.	Deerfield Beach Middle	Patricia Barlow
6.	Margate Middle	John DeGregory
7.	North Point	Fay Roth
8.	Pompano Beach Middle	Patricia Sanchez
9.	Silver Lakes Middle	Beth Bearey
10.	Taravella High	Victoria Kaufman

CENTRAL

	School	Participant
1.	Bair Middle	Helene Buch
2.	Bair Middle	Evelyn Lenoff
3.	Boyd Anderson High	Letha Sloan
4.	Everglades Middle	Blanton Mitchell
5.	Lauderhill Middle	Georgia Cameron
6.	Parkway Middle	Loretta Berry
7.	Plantation High	Rhoda Kennedy
8.	Rogers Middle	Sandra Graham
9.	Stranahan High	Susan Loitz

SOUTH

	School	Participant
1.	Apollo Middle	Debra Boles
2.	Driftwood Middle	Dorothy Galeano
3.	Hallandale High	Helena Schnieders
4.	Hollywood Hills High	Lynn Corbin
5.	McNicol Middle	Betty Somerset
6.	Miramar High	Coleen Murphy
7.	Pines Middle	Gloria Fitzgerald
8.	Western High	Lisa Godo

ESE SUMMER INSTITUTE
SECONDARY TEACHERS/LEARNING STRATEGIES
July 6 - August 14, 1987
Attendance

	School	Area	Participant
1.	Attucks Middle	S	Vicki Kay
2.	Bair Middle	C	Theresa Sullivan
3.	Ely High School	N	Mark Schipani
4.	ESE District Office	-	Dennis Hanehan
5.	ESE District Office	-	Bill Roach
6.	Olsen Middle	S	Diane Wolk-Rogers
7.	Rogers Middle	C	Mona Kern

ESE SUMMER INSTITUTE
Social Skills Inservice Training
for Secondary Teachers
July 6-10, 1987

MATERIALS LIST

These materials were provided to each participant for inclusion in their school's professional library. Additional copies are available through the FDLRS Media Center.

Aggression Replacement Training

A comprehensive Intervention for Aggressive Youth.

Contact: Research Press
Box 3177 Dept. G
Champagne, Illinois 61821
$15.25 each (#2839)

Skillstreaming the Adolescent

A Structural Learning Approach to Teaching Prosocial Skills

Contact: Research Press
Box 3177 Dept. G
Champagne, Illinois 61821
$11.65 each (#2057

PASS (Personal and Social Skills)
Summer Training Institute Notebook

Contains supplemental readings and materials for teachers of students with personal and social skill deficits.

Contact: ESE-Pompano Multipurpose Center
Linda Mills
786-7731

ESE SUMMER INSTITUTE
Learning Strategies Inservice Training
for Secondary Teachers
July 6 - August 14, 1987

MATERIALS LIST

These materials were provided to each participant for use with their Learning Strategies program.

ASSET - Leader's Guide

ASSET - Program Materials

A social Skills Program for Adolescents

Contact: Research Press
Box 3177 Dept. G
Champagne, Ill. 61821
(217) 352-3273
Leader's Guide - $49.95 each)#2529)
Program Materials - $15.95 (#2537)

The Word Identification Strategy

The Paraphrasing Strategy

The Sentence Writing Strategy - Instructor's Manual

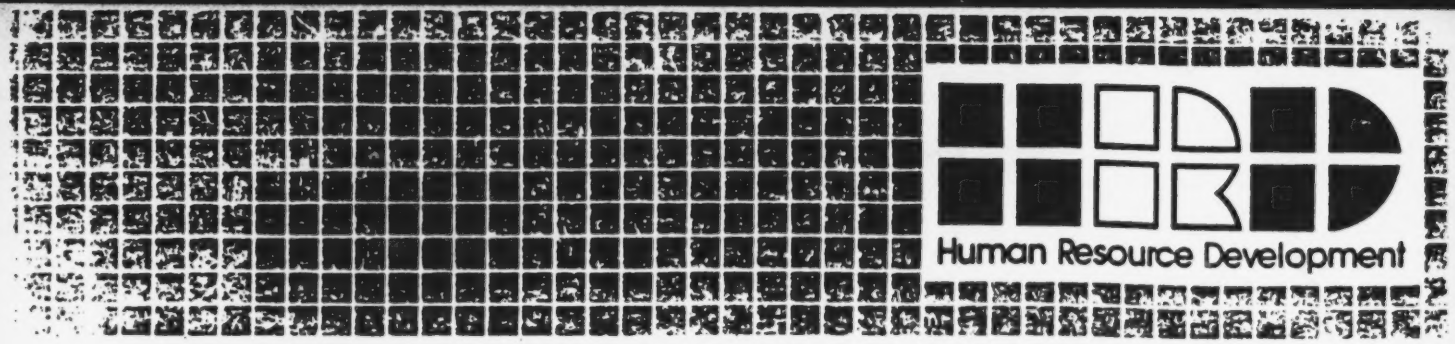
Sentence Writing Strategy - Student Lessons

The four strategy materials listed above can be ordered only by a certified Strategies Intervention Model trainer.

ESE Summer Institute Notebook

Contains various handouts dealing with Learning Strategies techniques.

Contact: ESE - Pompano Multi Purpose Center
Merle Mazzarino
786-7732



Memorandum

Dianne Aucamp
Director,
Human Resource Development
765-6335

October 26, 1987

TO: Train the Trainer Workshop Participants

FROM: Dianne Aucamp, DA Director
Human Resource Development

SUBJECT: Train the Trainer Program
October 31, 1987 8:30 a.m. to 3:30 p.m.
November 14, 1987 8:30 a.m. to 3:30 p.m.
December 5, 1987 8:30 a.m. to 3:30 p.m.
HRD Training Center
1005 East Broward Boulevard
Fort Lauderdale

This is to confirm that a space has been reserved for you in the above workshop. The class will cover the professional techniques required for success in training adults in the area of your expertise. Each participant is asked to come to the class with a specific course that they have previously trained or expect to train. We assume that each participant will have had experience in training but not necessarily completed a professional "Train the Trainer" program.

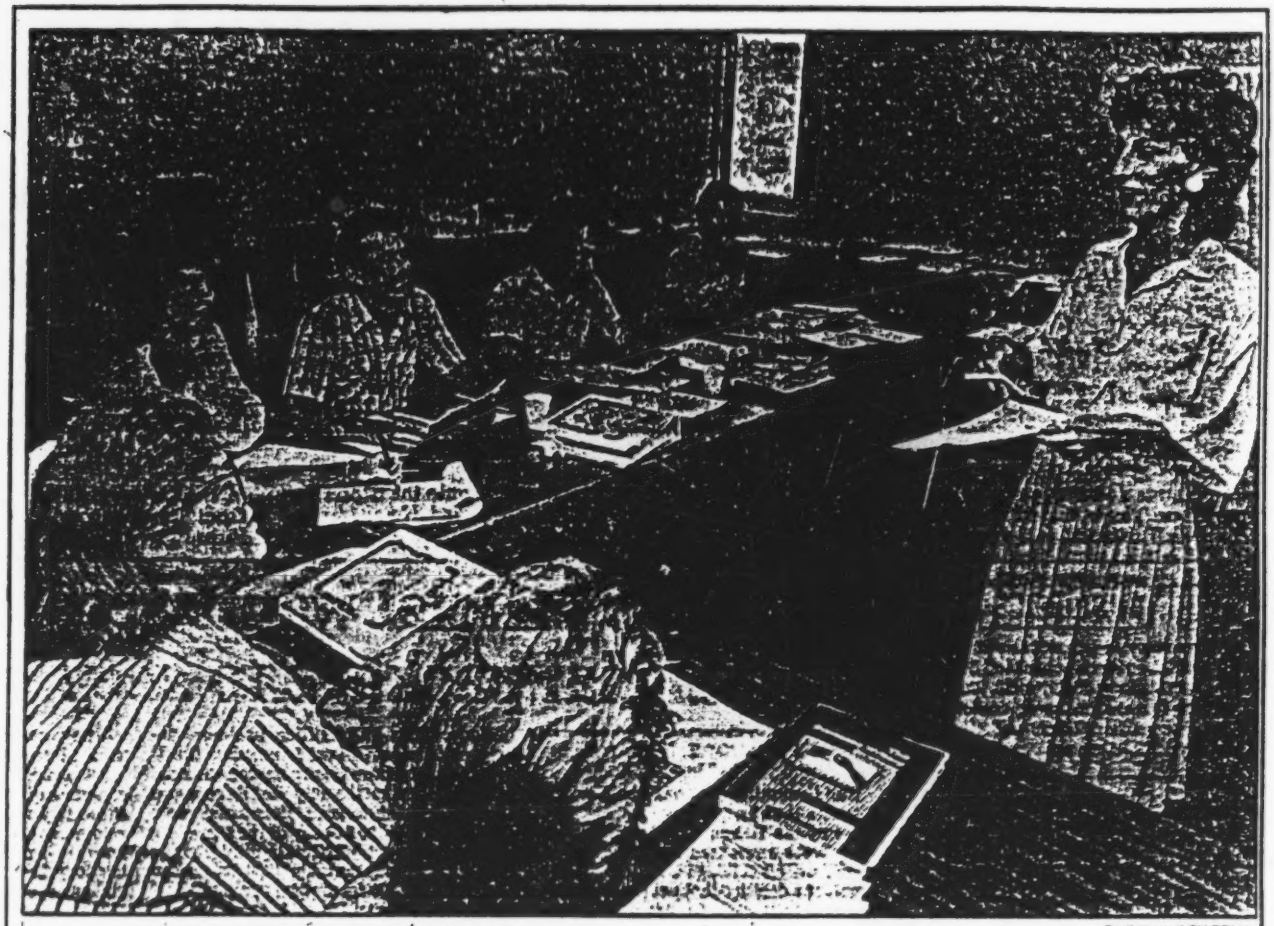
Even though you will not be compensated for particapating in this three-day program, you will receive 18 inservice points. Upon successful completion of the class, your name will be made available to schools, centers, and departments as an Human Resource Department certified trainer. At that point you will receive compensation for conducting training if it is outside of your normal contract time.

Please feel free to contact me if you have additional questions. I look forward to seeing you on the 31st!

mm

c: Dr. Mary Dorsey
Jan Hamel
Mark Thomas

Article that appeared in the Ft. Lauderdale News/Sun-Sentinel (July 1987)



Staff photo/LOU TOMAN

Merle Mazzarino teaches a session of an institute for teachers of learning disabled children in the old Pompano High School.

Clinic helps ease teacher burnout

By VICKI McCASH
Staff Writer

Terri Sullivan was getting tired. Every day she went to school and taught the same old lessons to her students.

"The kids weren't motivated to achieve. They said, 'Oh, are we going to do this again?' It became a real problem," Sullivan said. It was time to fight teacher burnout.

So, instead of taking the summer off, Sullivan enrolled in a summer institute offered by the Broward County School Board in the old Pompano High School. In the fall, when she goes back to her five classes of learning disabled students at Bair Middle School in Sunrise, Sullivan will have something new for them.

She and six other teachers from middle and high schools in the county are working overtime this summer, learning to teach "Learning Strategies," a program for learning disabled and low-achieving students based on research conducted at the University of Kansas.

Now Sullivan bubbles with excitement about the opening of school in the fall. She will have learned how to teach her special students several things most children learn without being taught — things many of her students can't do, such as how to comprehend an unfamiliar word, or how to put something they've read into their own words. Or how to write sentences. Or how to conduct themselves properly in social situations.

Teacher Diane Wolk-Rogers, who will teach at Apollo Middle School in Hollywood the next school year, said summer school is "revitalizing. It's burnout-preventive. It's motivating. You need something new."

Too often, the teachers say, classes for students with learning disabilities become study halls in which the teachers try to individually tutor 15 students.

With Learning Strategies, they will teach skills the students can use in every class — skills that help them become better students.

In the three years since Broward schools began training teachers to use Learning Strategies, most of the students in the program have raised their grade-point averages, said Merle Mazzarino, a county specialist on learning disabilities. She gathered statistics on the success of the program for the first time this year and has not finished tabulating the results.

A survey designed to measure satisfaction of teachers, students, administrators and parents preliminarily shows a high degree of satisfaction, she said.

Those who didn't like the program, she said, were teachers who disliked the amount of paperwork involved in the daily measuring of student progress and students who couldn't see the relevance of what they were learning beyond graduation from high school.

"Kids have a hard time seeing themselves after high school," she said. "They can't see how it relates."

Some students do see the relevance of the Learning Strategies, however.

Piper High School student Brian Sweeney, 18, is studying Learning Strategies with teacher Mark Schapini this summer. As part of their learning, the teachers in the summer institute are teaching the strategies to summer school students.

"[Schapini] makes it real clear. I thought I wasn't a very good reader before I came in here," Sweeney said. "But with this [word identification strategy] I'm getting better and better. You get more comfortable with reading and then you don't have that attitude that you don't want to read all those words," he said.

Schapini said he thinks he is equipping students with skills that will make them eligible for college.

"A lot of learning disabled students are intelligent enough for college, but they don't have the skills. They don't have the choice. They're closed out," he said.

But when they learn strategies to help them understand complicated reading, interpret things they have learned and write better sentences, they become eligible, Schapini said.

"It's simple. You have to have this as a choice in a high school curriculum. Students should have the opportunity to learn how to learn," he said. "It helps them in every class they take. And it's going to help them in real life, too."

Article that appeared in the Hollywood Sun-Tattler (July 1986)

Teachers learn to aid behaviorally handicapped

By Tina Ross
Sun-Tattler staff

PEMBROKE PINES — Most youngsters at some time throw temper tantrums for attention, says a child development expert.

But when the tantrum lasts a day or longer, the child probably has a behavioral disorder requiring special attention, says Ellen McGinnis, a child psychiatric consultant from the University of Iowa.

"You can't go up to a behaviorally handicapped student and say 'behave' and expect them to do it," McGinnis says. "You have to teach them how to behave."

McGinnis talked with 33 elementary teachers who work with emotionally disabled students in Broward schools during a seminar this week at South Florida State Hospital.

Donna Causey, a teacher at Pasadena Lakes Elementary, says her class of students with varying emotional and learning disabilities looks like any other classroom.

The difference is a fourth-grader still reading from a first-grade textbook isn't ridiculed by classmates, she says.

McGinnis describes these children as short-tempered, afraid of failure and impulsive.

"Everyone at some time wants to throw a pie in someone's face but we don't do it," she says. "These kids don't know how to stop themselves from doing it."

Causey says some students bend to their emotional turmoil and withdraw into themselves. "They really quit," she says. "They don't have any friends, no one talks to them, and they even begin to view themselves differently."

Mary Barnett, a teacher at Pines Lake Elementary, says some students start to change their behavior within weeks after being placed in an emotionally disabled class.

Barnett's class consists of about 10 children with emotional or learning disabilities from all elementary grade levels.

"I have some students all through elementary school," Barnett says. "They get very attached to you and you to them."

Barnett says she was attracted to teaching emotionally disabled students because of the small class sizes that allow individual attention.

McGinnis says not all emotionally disabled students get help in school.

If teachers don't recognize their misbehavior as a disability, they're suspended a lot and eventually quit school, she says. "Many of them end up in jail as adults if they're not helped," she says.

244

270

271

Broward County Public Schools

SUMMER INSERVICE INSTITUTES:
A COOPERATIVE TRAINING MODEL FOR SCHOOL DISTRICTS

Worksheet Model for Staff Development

Needs Identification

1. List teacher client groups with the greatest need for inservice development within your area of responsibility.

   A. Client group _____

      Rationale _____

      _____

      _____

   B. Client group _____

      Rationale _____

      _____

      _____

   C. Client group _____

      Rationale _____

      _____

      _____

Resources Identification

2. List personnel resources within your community (collaboration aspect).

   A. Institution/Personnel _____

      Service _____

      _____

      _____

Worksheet Model for Staff Development

B. Institution/Personnel _____

Service _____

_____

_____

C. Institution/Personnel _____

Service _____

_____

_____

Funding Identification

3. List possible funding sources for summer inservice institutes.

A. Agency _____

Assistance _____

_____

_____

B. Agency _____

Assistance _____

_____

_____

C. Agency _____

Assistance _____

_____

_____

Worksheet Model for Staff Development

Media Identification

4. List the source and importance of public relations options.

A. Media _____

Service _____

_____

_____

B. Media _____

Service _____

_____

_____

C. Media _____

Service _____

_____

_____

Logistical Identification

5. List the time(s) and location of delivery.

A. Client group _____

Time _____

Location _____

B. Client group _____

Time _____

Location _____

Worksheet Model for Staff Development

C. Client group _____

Time _____

Location _____

Remarks: _____

_____

_____

_____